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ABSTRACT

The major portion of this report is devoted to a description of the objectives, training strategies, evaluation strategies, and recommendations of the two 1973 summer Institutes for Program Assistants and Field Representatives of the Tucson Early Education Model (TEEM) Program. Within the TEEM program, education is viewed as a continuous process, necessitating a kind of "delivery system" to insure a constant cycle of communication concerning research and development between classroom personnel and training personnel. TEEM training programs are designed: (1) to insure a "delivery system" which allows for a constant interaction between classroom practice and program development, and (2) to allow the empirical data collected to be used to develop future training programs. To implement an effective training design for TEEM classroom personnel, an individualized program has been constructed in the specialized educational roles of various educational change agents in the program have been defined. Field representatives function to disseminate operational understanding of the educational program and strategy to Program Assistants (trainers of teachers) who disseminate operational understanding of the classroom program to teachers and teacher assistants working in TEEM classrooms. The report appendixes include detailed information on training schedules, behavioral objectives, instructional objectives, bibliographies, planning sessions, and assessment questionnaires. (CS)

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Individualizing Professional Development for Educational Change Agents

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PS 007151

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Never in the history of American education has there been more need for research and study in the area of the preparation of teachers of young children. As more and more empirical evidence is made available to us concerning the growth and development of children, one is easily overwhelmed by the variety of conclusions and practices promoted in the name of "empirically based quality education for young children." One has only to scan the multitude of educational programs developed within the last decade to realize "diversity" is, perhaps, the main product of this research and development activity. Why hasn't the large cadre of talented American educators been able to develop a more accurate formula for the development of "effective" teachers of young children? As has been suggested in a prior writing[1], part of the answer to this question may lie in the fact that different programs of education for young children demand different kinds of organization and interactions to insure the accomplishment of a variety of educational objectives.

Within the Tucson Early Education Model (TEEM), development of educational program for both adults and children is viewed as a continuous process, necessitating a kind of "delivery system" to insure a constant cycle of communication concerning research and development between classroom personnel and training personnel. Development of TEEM training programs, therefore, are designed so that (1) training design is developed to insure a "delivery system" which allows for a constant interaction between classroom practice and program development and (2) empirical data may be collected, studied, and used to develop future training program.

Supporting the concern for development of an efficient delivery system is the development of training program organized to guide the learner through the processes of instruction inherent within the educational model.

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[1] Fillerup, Joseph M. and Rubow, Carol L. The Professional Response, University of Arizona, Center for Early Childhood Education, 1970. (mimeograph)

To implement underlying assumptions concerning effective training design for TEEM classroom personnel, specialized educational roles have been defined within the program to assure implementation and evaluation of TEEM. Field Representatives (trainers of trainers) are trained at the Arizona Center for Education Research and Development to disseminate operational understanding of educational program and training strategy to Program Assistants (trainers of teachers) who disseminate operational understanding classroom program to teachers and teacher assistants working in TEEM classrooms.

INSTRUCTIONAL PROGRAM DESIGN

The TEEM instructional program has been developed at the Arizona Center for Educational Research and Development, a component of the College of Education at the University of Arizona. This educational program is designed to provide a comprehensive educational program for children ages three thru eight and is organized to promote four program goals of education: language development, intellectual skills development, development of motivation for learning, and development of societal arts and skills (reading, writing, and math skills in additional to social skills). Process variables, including social reinforcement, modeling, individualization, generalization and orchestration define TEEM teacher behaviors. In order to implement this instructional program, planning procedure is also behaviorally defined for TEEM classroom personnel.thru the use of the P.I.E. cycle (Planning, Implementation and Evaluation).

Basic to the organization of the TEEM classroom environment is planning for the two fundamental activity periods within TEEM: (1) committee work time and (2) child self selection time. During committee worktime children are heterogeneously grouped, with five children working together in one group. Four or five groups of children rotate through a variety of interest centers designed to implement the four goal areas of the program as well as provide for generalization of concepts and understandings to a variety of behavioral settings. Rotation thru the committees may vary in time; some rotations taking an hour or less, other rotations being extended over the day. Child selection time is implemented daily in all classrooms and provides opportunity for the children to select activity from the environment which has been carefully designed by classroom personnel to permit further facilitation and extension of learning. The adult in the classroom provides a modeling - facilitating - teaching role, sometimes working with small groups or individual children; sometimes interacting with children on a more limited basis in order to promote more independent interaction of the children with the learning environment.

Role of Program Assistant

The Program Assistant is agent of change in the local community educational setting. The overall responsibility for the P.A. is fostering implementation of TEEM on the community level in Follow Through classrooms. Though P.A. must work closely with all personnel directly involved in Follow Through classrooms, the major portion of her time is spent working with classroom personnel. A Program Assistant is specifically assigned to work with five to seven teachers as a trainer. Within the classroom setting the Program Assistant operates in three main roles.

"Modeler"

In the role of "modeler,," the P.A., classroom teacher and assistant select a particular teacher activity to be modeled (eg. reinforcement techniques; introducing new materials; use of open ended questions; etc.) as a focus of attention. The individual adult is freed to observe the chosen activity being modeled by the P.A. in the classroom setting. The technique being modeled is then critiqued for effectiveness. This is often an invaluable expression of techniques or ideas advanced in print.

"Extra Pair of Hands"

As "another pair of hands," the P.A. works beside the teacher and assistant, providing a lower adult-child ratio. This increases the quality of adult-pupil interaction and communication. The rapport gained by teacher and P.A. working together serves to heighten the appreciation of their respective roles.

"Observer"

At the request of the teacher, the Program Assistant may serve as an "observer" of a particular classroom variable (an individual child, pupil-teacher interaction, etc.). This brings more specific feedback and suggestion for implementation into the follow-up planning sessions. Whether the Program Assistant is in the role of "modeler," "another pair of hands" or "observer," the planning done before and after classroom participation provides a setting in which adult roles are developed, specified and evaluated. This communication and training setting allows an opportunity for critiqueing and evaluating both the implementation of the program and the meeting of children's needs.

Outside the classroom setting the Program Assistant is responsible for development of pre-service and in-service workshops for classroom personnel; organization of resource materials for classroom personnel; and attendance at regularly scheduled meetings with the program director and, when possible, principals of schools implementing TEEM classrooms. A P.A. coordinates the efforts of, and cooperates with personnel associated with TEEM.

TEEM Follow Through Program

The Tucson Early Education Model (TEEM) is being implemented as a Follow Through Program in nineteen communities throughout the United States. Field Representatives are hired by the University of Arizona to train Program Assistants both in the local communities as well as during the summer training institutes. Generally, each Field Representative is assigned two communities. Each Follow Through community is contracted to receive training from a Field Representative approximately eight times during a school year. The summer training progrm, supported by EPDA funds provides a base of training which is extended throughout the school year.

Training of Field Representatives (Trainers of Trainers)

One week of every month, during the academic school year, the Field Staff for TEEM participated with the Coordinator of Training in studying and developing various aspects of the instructional program. During this time, Field Staff brought to the Center feedback from the Follow Through Communities about degree and quality of implementation of the TEEM Program and isolated areas for study which were particularly relevant to community needs. It was during these training sessions that intensive work was done with and by the staff in the areas of operational understanding as implemented in TEEM and development of training strategies for Program Assistants being trained to train teachers. Also during the academic school year, work was begun to develop a Resource Training Manual for the summer training institutes. This manual contained training materials developed at the Center in the areas of the National Follow Through Program and TEEM.

DEMOGRAPHIC OVERVIEW OF INSTITUTES

A total of eighty-nine persons representing sixteen communities throughout the country were enrolled in one of the three enormous training institutes. In Table 1, the number of participants from each community is presented.

Table 1

Enrollment in Institutes by Community

Community	Number of Representatives	
	Institute 1	Institute 2
Abbeville	- - -	3
Baltimore	3	3
Chickasha	4	- - -
Choctaw	- - -	6
Des Moines	- - -	4
Durham	4	- - -
Ft. Worth	9	1
Hoonah	- - -	3
Lakewood	6	- - -
Lincoln	8	- - -
Los Angeles	2	2
Newark	3	- - -
Pikeville	1	2
Santa Fe	4	- - -
Shawnee	5	- - -
Tucson	2	4
Vincennes	- - -	2
Walker Co.	- - -	3
Wichita	5	- - -
Total	56	33

As stated in previous discussion, initially both institutes were designed primarily for experienced community personnel. In the first institute forty-six of the fifty-six participants were experienced in TEEM which justified this design, however, in the second institute, eighteen of the thirty-three participants were inexperienced, requiring some redirection of emphasis.

ORGANIZATION OF THE TRAINING INSTITUTE

Due to limitation of funds this summer's training institute was limited to two - two week sessions for all Program Assistants and one week for Psychological Services personnel. The dates selected was a joint agreement between the Project Directors and the Center for Educational Research and Development.

June 14-15 and June 25-July 6th were the dates for the Instructional Training.

June 18-22 was set aside for psychological personnel. Psychological personnel were also requested to participate in one or the other of the Instructional sessions.

To individualize for the range of understanding of the model among the Program Assistants that would be attending was a challenge that was accepted by the staff. As a staff we felt that we would have to offer a wide range of topics that would meet the needs of experienced Program Assistants who would be returning for their sixth summer of training and those Program Assistants who would be with us for the first time. This was the first summer that no separate session was held for Program Assistants new to the program. Previously there has been two separate sessions, a two week training session for experienced personnel and a four week session for inexperienced Program Assistants. The TEEM Model has now been implemented to some degree of stability within each community and the change over ratio for this past year was minimal with fewer new Program Assistants coming into the model.

The Field Staff volunteered and were assigned to serve as Committee chairmen and members to develop sessions in five areas basic to implementation of TEEM. Out of this planning developed a General Needs Assessment Check List which was taken into the field for feedback from Program Assistants and Directors as an indication of their needs in these basic areas or other areas not covered within the Check List. This information was analyzed by our evaluation component for the training staff for further planning. By determining the need of participants in regard to their knowledge and understanding of a topic or their need for application of the principles and strategies the committees then proceeded with their planning of the topic areas for summer training. One of the initial concerns related to element of time and the most effective means of presenting the material. Each committee determined whether a single hour and a half session would be (offered) or whether several sequenced sessions would be more effective for its presentation.

Each session was presented at least three times to accommodate at least two thirds of the participants. The over-all design was such that no one individual could in fact participate in all sessions or options that were available during the two week period. There were approximately fifty combined offerings made available over the two weeks. By providing enough options and sessions for the participants to choose from, they would then truely be able to make choices in terms of their own needs, but would also have to set priorities in their choices. Each of the sessions were directed by individual staff members or teams depending upon the content and setting. The sessions were limited in number to accommodate method, material and techniques which would provide the most effective means for the participants interaction. Some sessions were limited due to lack of space and the number of participants that could be accommodated at a time.

Three 1 ;/2 hour sessions were held each day. The participants rotated depending on their selection of sessions. Registration for the sessions was conducted on the first day after a description of the proposed schedule and an explanatory session with community Feild Representatives. An hour mid-day was set aside each day for community participants to meet with their assigned Field Representative to provide counciling to meet group and individual needs of participants.

Also available on a daily basis as an option was the use of a resource room for Independent Studies. This time was allotted for the examination of new materials such as books, films, and both video and audio tapes.

Training sessions began at 8:00 a.m. and ended at 3:15 p.m. Approximately four days of training was spent with resource consultants. A total of one training day was spent in institute assessment. Each session had an evaluation assessment as part of the presentation. (See Appendix - for copies of the training schedules.)

Training participants each received two graduate credits for their two weeks of training from the University of Arizona, College of Education.

Two days of the instruction training were scheduled for joint training with the Psychological Service personnel participating within two committee groups, Record Keeping and Societal Arts and Skills. Two half days within the Instructional schedule were assigned to Psychological Services staff for imput to the Instructional participants. One day of the Psychological Services schedule incorporated Instructional staff for input to Psycholigical Services participants.

Weekly Staff Meetings

Training staff met with training and evaluation coordinators a minimum of once a week. The main purpose of these meetings was to reflect on participant feedback as they participated in the training experience. Since the participants were organized in small groups, communication between training staff and training participants appeared to be extremely effective. Training staff acted as resource people to the small groups.

Selection and Commitment

To provide for individual needs, each of the participants was afforded a wide range of options. These options were selected by the participants, their own priorities were set, and each was responsible for the maintenance of his own objectives for the selected topics. An opportunity to reflect with participants during a mid-day group sessions was also provided, with Field Representatives as group leaders. Suggestions for reorganization were entertained throughout the sessions and implemented whenever possible.

Special Sessions

It was noted that in addition to a small number of new Program Assistants, we expected a rather heavy second session enrollment of new and inexperienced teachers. With this in mind, several special sessions were designed to provide an introduction to the more basic areas and a framework for further sessions. These included an Overview of TEEM, P.I.E. Cycle, A Day in TEEM, and a rap session for questions and concerns of new participants. The introductory sessions were scheduled early in the first week of training as an intial foundation.

Directors, whose special needs would vary from community to community, were provided with a number of special options in addition to the regular sessions.

Both training sessions sought to reflect the individual needs of the attending participants.

All training participants received a copy of the Resource Manual for New Program Assistants which contained basic reading and training materials. The training groups were given reading assignments in the Resource Manual. Each participant was required to complete a record form indicating their behavior objective and evaluation.

Provision of Children

Due to the short training period no regular classrooms were set up. However a multi-aged group of children were available at the Center for interaction and observation purposes and were utilized by the various sessions on a small group or individual basis. The class was coordinated by a teacher and a teaching assistant who involved the children in a variety of self-selection activities on a half-day basis for both sessions. Both adults were also available as resource persons in regard to the children and their activities.

Tapes and films were also used to observe the behavior of children in a variety of settings.

One of the sessions provided visitation to day care centers and nurseries for observation of children in particular settings.

Needs Assessment

The principle purpose of the Summer Training Institute was to individualize training for each of the participants. To accomplish this task several procedures were initiated to determine needs prior to training.

Director's Conference

Directors were requested to come to the conference prepared to state general needs of their specific community. Any need which was a specific training need was included in the initial planning for the summer institute.

General Needs Assessment Checklist

The needs as stated by the directors and as generally perceived by the field staff were categorized into five basic areas. These five areas became the foundation for a general needs assessment checklist which provided a common format for input from participants during planning stages for the training institute.

Staff committees had already been assigned to development of materials within these five basic areas previously as they are areas which are necessary for good implementation of TEEM. Each of these committees developed proposed training emphases within their assigned basic area.

This emphases could be considered of two different levels. One level would be specific knowledge within an area. The second level would be strategies to be used for implementation of training. Community personnel were asked to indicate their perceived need for training on each specific emphasis within each basic area. Their responses were placed on a five-point continuum ranging from one, indicating a great need, to five, indicating no need.

Realizing that individuals may have specific needs which were not directly included within this checklist, community personnel were asked to also note any need which related to one of the basic areas but was not included as an emphasis, or any need which relates to another area not included in the checklist.

In conjunction with the general format of the summer training each of the potential participants were asked to state at least one objective which they would propose for themselves for the summer institute based on their own needs. The checklist is included in the Appendix.

Each Field Representative carried the checklist into the community. They offered explanation of the checklist and its intended use and aided community personnel in completing the list.

Analysis of the checklist was conducted on three levels. These levels were all communities combined, each community separately, and each participant. Each analysis provided four types of information: 1) a general indication of need for each of the five basic areas (mean of all ratings within each area), 2) a general indication of need for each emphasis (mean of each emphasis), 3) variability of needs within basic area and emphasis (standard deviation of ratings), and 4) categorization of needs perceived by communities and not included in the checklist.

The total community level analysis was used to give a general overview of needs in the TEEM Follow-Through Program. Using this analysis, reassessment of one emphases in terms of time allotments for the basic areas was conducted. Second, because of the many needs indicated which were not included in the emphases on the checklist, the projected format of the summer institute was altered so as to allow a selection of options in addition to the emphases within the basic areas. Also many of the original emphases were excluded because little or no need was indicated.

The community level analysis and the participant level analysis were returned to the field representative who was assigned to that specific community. This allowed the representative to prepare options for both the community personnel as a group and also participants individually. The analysis could also be used as a validity check for a need assessment already conducted informally by the field representative within assigned communities.

The Needs Assessment Questionaire is analyzed and results discussed in Appendix H.

Community and Participant Conferences

Although described more fully in a later section, another type of needs assessment was conducted during implementation. Each day during the institute the communities and/or participants were allowed time to meet with their assigned field representative for continual assessment of needs and planning.

First Institute Review

At the completion of the first two-week institute, an in-depth review was conducted to determine what needs appeared not to be met. Time allotments for area emphases and options were investigated to determine if such allotments should be increased or decreased. As a result, certain revisions were made for the second institute and will be discussed in a later section.

Topic Outlines

As part of the preparation for the two week training period each leader was responsible for presenting a "mini workshop" to the total training staff. This was requested so that each staff member would be knowledgeable about the various sessions and options to be offered.

As a extention of this preparation each leader was also requested to fill out a Topic Outline (Appendix E). The information contained within the Topic Outline was necessary for the over-all scheduling of training, but also provided a 'birds-eye' view of each session.

Each of these Topic Outlines will be, presented with a description of the sessions and options section.

Sessions were scheduled in 1 1/2 hour blocks so it was necessary to know if only a single block would be utilized or several sequenced time blocks.

In order to make limited A.V. material and equipment available to all who requested its use time slots had to be staged with the over-all schedule. There was no actual classroom available, but children were available on request.

Organization of Training Institute for New P.A.s

In view of the fact that we did have a small number of P.A.s new to the program we felt that there were areas that would be basic input to provide a framework to other sessions. As a staff several special sessions were designed for people new to the program such as an Overview of TEEM, A Day In TEEM, P.I.E. Cycle and a Rap session for questions and concerns that might evolve from new participants during presentation. The recommended sessions were scheduled early in the first week of training to provide some foundation for other sessions.

In keeping with the meeting of individual needs several special sessions were also provided for new directors and teachers new to the program.

Second session was havier in enrollment of inexperienced teachers whom we felt would benefit with some basic foundations.

Both training sessions reflected the special needs of participants.

Independent Studies

A library of selected readings was also made available to the participants for checking out additional recommended reference material. Educational materials, supplies, tapes and current articles were also part of the environment made available for the utilization of participants at their leisure or as part of independent studies.

Assessment for all the enrolled participants took place the first and last day of the institute.

Weekly meetings were held by the total training staff to review, reflect, revise or recommend adjustments of the schedule or supplies. Each team met on a daily basis to review handouts available, develop their strategy to be modeled, and evaluate the day's activity. Three joint meetings were held by the total summer training staff during the four week period.

SUMMER TRAINING EVALUATION 1973

SUMMER TRAINING EVALUATION 1973

Introductory Statement

Two training institutes were conducted during the summer at the Arizona Center for Educational Research and Development in Tucson.

Both of the institutes were designed to allow individualization of training for each of the participants. Because of this individualization each participant had to have a unique set of objectives dependent upon the sessions attended and individual needs which were expressed by the participant in behavioral terms.

Such a design did not allow an evaluation which measured only global objectives of the institute. Rather the evaluation was predominantly relate to the individual participants and to the specific sessions. To accomplish this the evaluation was designed on three levels.

Level 1 - Participant Conferences with Field Representative
each day during the institute participants met with their assigned community field representatives. During this meeting objectives were set for the coming day. Also, a subjective evaluation of the participant's attainment of objectives which were formulated during the preceding conference was conducted thus providing immediate feedback to the participants in terms of their accomplishments. It also provided the field representative with utilizable information with which to guide the participants.

Level 2 - Session Evaluation
Where objective instrumentation was appropriate session leaders designed evaluative instruments and/or procedures. Such procedures resulted in summary data and/or products which exemplify the effectiveness of the specific session. Such information is included in the session description section of this report.

Level 3 - Institute Evaluation

A global evaluation was conducted at the completion of each institute. The primary purposes of this evaluation were to provide information concerning met and unmet needs, recommendations for improvement of the institute, comparison of the institute with previous institutes, and provide a summary evaluation of most useful and least useful sessions. A summary of the data derived from this evaluation is included in this section. The instrument is included in Appendix E.

*Based on registration lists from summer training in the past and this year.	1st Session		2nd Session	
Community	#Experienced	#Inexperienced	#Experienced	#Inexperienced
Abbeville	0	0	2	1
Baltimore	2	1	2	1
Chickasha	4	0	0	0
Choctaw	0	0	4	2
Des Moines	0	0	2	2
Durham	3	1	0	0
Ft. Worth	8	1	1	0
Hoonah	0	0	1	2
Lakewood	5	1	0	0
Lincoln	7	1	0	0
Los Angeles	0	2	1	1
Newark	1	2	0	0
Pikeville	0	1	0	2
Santa Fe	4	0	0	0
Shawnee	5	0	0	0
Tucson	2	0	0	4
Vincennes	0	0	0	2
Walker Co.	0	0	2	1
Wichita	5	0	0	0
Total	46	10	15	18

First Institute

On the last day of each training session the participants were requested to evaluate the training institute which they had just completed. The participants indicated that their ability to formulate their own schedules proved to be one of the most outstanding qualities of this year's institute. More specifically, the options, or the ability to select the sessions which the participants felt best served their needs was very favorably received. There was widespead agreement among the participants that this one feature of this year's institute vastly improved their experiences. It allowed each participant to individualize their own program so that it best met their needs for their community responsibilities.

The sessions which the participants judged to be the most relevant were Record Keeping and Instructional Objectives. The electives or options which were mentioned most favorably were: The Psychology of Change and Change Through the Interaction Process.

When the participants were requested to suggest improvements for future summer institutes there was a lack of consenses about which improvements, if any should be made. A handful of participants did suggest the registration procedure could be smoothed out. Ironically, the one session which was not favorably received was Record Keeping, which also was very favorably received.

Second Institute

There were considerably fewer participants in the second summer institute, also these particular participants were less experienced with TEEM. In response to the question what the participants felt was good about this year's institute they also responded, as did the previous participants, that they felt their ability to select and individualize their programs to be one of the most positive organizational aspects of this year's institute.

In contrast to the first institute the sessions most favorably received were not sessions which involved as many procedural matters within a TEEM classroom, but dealt with the Psychology of Change, Record Keeping, Art Workshop, and LEIR. Very few sessions were consistently mentioned which did not satisfy the participants needs which is also in contrast with the previous session.

When the participants were asked to suggest ways the institute could be improved the only suggestion which was duplicated by more than a single individual was the suggestion that there be more space.

DESCRIPTIONS OF SESSIONS

Instructional Objectives

I.O. 11	Unique features of TEEM Instructional Objectives and how to use them in your community.
I.O. 12	Supervised practice in writing Instructional Objectives in each of the major goal areas of TEEM.
I.O. 13	Developing record keeping devices based on Instructional Objectives for children -- will use objectives developed in I.O. 12.
I.O. 14	Developing training strategies for introducing and implementing Instructional Objectives in your community. (I.O. 12, and 13 are pre-requisites for this session).

Learning Environment

L.E. 1, 2, 3 and 4, 5, 6	Study and discussion and observation of "Openness" in learning environment for children.
L.E. 7, 8	Investigating the learning environment for identification and observation of skills associated with stages in child development.

P.I.E. Cycle

P.I.E. 20	Practice session in identifying teacher needs and developing strategies for meeting needs.
P.I.E. 21a	Practice in identifying child's needs and developing strategies for meeting needs. (for P.A.'s)
P.I.E. 21b	Practice in identifying child's needs and developing strategies for meeting needs. (for teachers only)
P.I.E. 22a, 22b, and 23a 23b	These sessions have been designed to introduce participants to the planning, implementing and evaluating cycle in TEEM. The first session will be spent in establishing criteria for each of the components of the PIE cycle. The second session will be a practicum in which the participant plans, implements, and evaluates with children and/or adults. Especially good for new trainees.

Professional Response

PR 15	Personal characteristics of a facilitator of learning. In session 15 the participants will identify characteristics of a facilitator of learning. In session 16 a teacher models facilitating learning in young children and a P.A. models facilitating learning in the teacher as he interviews her. Participants practice interviewing to facilitate growth of teacher.
PR 15	Same as 15a, but focus is for teachers only.
PR 17	This session focuses on the teacher's awareness and development of skills and strategies necessary to meet and solve the problems of individualizing.
PR 18a, 18b	Small group discussion to develop behavioral definition of indices of growth, followed by role playing, some participants model the role of the learner while others observe and record behavior.
PR 19	Clinical and standardized means for assessment of individual learning potential. Contrasting potential with ability.

Record Keeping

RK 24, 25	Applied strategies for training TEEM teachers in record keeping - for whom, with what, how often, when, and where followed by the record keeping process and how it works.
RK 26	Interaction skills - a workshop designed to train P.A.'s to utilize certain verbal interaction skills to train teachers in record keeping.
RK 27	Practicum - Practical experience in designing new record keeping devices.
RK 28	Record keeping as an ongoing and purposeful necessity.
RK 29	Record keeping - an important cog in the learning center/open classroom (sharing examples).
RK 30a, 30b	The when and where of taking records (Observing, recording children in a setting).

LEARNING ENVIRONMENT

Sessions 1-2-3-4-5-6

First and Second Institutes

Objective

To enable participants to become aware of the openness possible in a learning environment.

Training Strategies

1. Researching current literature in "read and discuss" periods.
2. Total group discussion
3. Establishment of criteria for "openness".
4. View and discuss slide presentation of open classroom.
5. View film "The Living and Learning Environment".
6. Field visits to day care centers with records made using tape recordings, photos, sketches and written language records.
7. Presentation of records made during field visit.

Evaluation Strategies and Results

A written and verbal presentation that summarized their recordings of the characteristics of openness acquired from a variety of recording tools: Camera, tapes, graphics, etc.

In reflecting upon the sessions the LE committee felt that the individuals attending these sessions had a applicable knowledge that would enable them to assess openness in their classrooms. We felt that their concepts and awareness of attitudes affecting learning environment was not just a regurgitation of the "written word" but one that they could transfer. This was evidenced in their ability to list observed criteria of "openness", compare and contrast open and closed characteristics, identify in the photographs elements of openness and match photographs with listed open and closed elements of learning environments.

The criteria evolved from the two groups present were very similar although they had visited different centers. They were able to talk about "openness" in terms of degree of - not a restrictive "Yes" or "No". We felt this to be a sophistication of observation skills.

The criteria that both groups evolved:

	Open	Closed
Interaction	Trust - empathy	Hidden feelings
	Open-ended questions	Directive statements
	Much adult-child talk	Much teacher talk
	Much child-child interaction	Very little child-child talk
	Smiling adults and children	Very few smiles
	Positive reinforcement	Many negative remarks
	High priority on "self-image"	No "self-image" building evident
Curriculum	Child initiated activities	Teacher directed ditto sheets
	Play a method of learning inside and outside	Play only during recess
	Variety of materials	Scarcity of materials
	Concrete and pictorial representations of children's experiences	No evidence of children's efforts
	Heterogeneous grouping	Teacher and total group
	Children in leadership roles	Only teacher seen as leader
	No time pressure	Constant time pressure
	Process	Product
	Activities and materials that encourage creativity	Closed, one-way materials and activities
	Accepting and valuing child's contribution	Very restrictive and focused
Physical Environment	Flexible equipment	Stationary equipment
	Many centers	No centers
	Materials visible and accessible	Lack of materials - not visible
	Spacious looking	Space lacking because of arrangement
	Child-made pictures and photos at child's level	No photos - pictures all alike (child-made)

Both groups decided TEACHER ATTITUDE was the most important difference.

In view of the above report, we feel that we did achieve our goal. However, our long range goal would be to assess the attending participants' ability to transfer this awareness to their teachers.

Recommendations

1. Inclusion of this concept into their pre-service training - especially with new teachers.
2. Attempt to assess the attending participants' ability to transfer present awareness to their teachers.

LEARNING ENVIRONMENT

Sessions 7-8

First Institute

Objectives

To draw attention to the need for careful observation of children.

To identify the indices of growth as expressed in the language and activities of children.

To assist in developing skills for providing a leaning situation which allows for individualizing by the inclusion of options.

Training Strategies

Total Group

1. Use of an authority figure, Mrs. Mary Forbisher.
2. Observation of children in the Center's play area.
3. Discussion of observations.

Two Small Groups - Rotation

4. Use of video tape showing children in a variety of "play" settings.
5. Discussion of focused viewing.
6. Use of slides and photographs illustrating intellectual skills demonstrated by individual children in a group setting.
7. Discussion relating intellectual skills evident on slides and photographs to "academic" skills in the classrooms.

Evaluation Strategies and Results

There was no formal evaluation sheet given the participants since the time necessary for extended evaluation in verbal form was not available.

It was felt that the ability to apply any understanding of the relationship between stages of development and opportunities in a child's learning environment to develop these related skills would be seen in their classrooms.

Discussion of their observations enabled us to assess their working level of understanding and this influenced the third session strategy.

Recommendations

1. More time should be made available to establish reliability in observation skills.

LEARNING ENVIRONMENT

Sessions 7-8-9-10

Second Institute

Objectives

To draw attention to the need for careful observation of children.

To identify the indices of growth as expressed in language and activities of children.

To assist in developing skills for providing a learning situation which allows for individualizing by the inclusion of options.

Training Strategies

1. Use of an authority figure, Dr. Nicholas Abeyta.
2. Observations via video tape of children during a micro-teaching session.
3. Discussion session.
4. Presentation of play setting via video for observations and recording.
5. Viewing a photographic hirearchy of intellectual skills.

Evaluation Strategies and Results

Planned strategy for assessment had to be dropped due to the lack of an educational facility - an ongoing classroom. Such a facility would have provided a live situation to record skills evident with the teacher planning the provisions for options resulting from the observations. This would have been followed with an opportunity to observe again and evaluate their original observations.

Dr. Abeyta observed that the partivipants revealed some very precise observational skills about his interactions with the children during the micro-teaching. He attributed this to two facts: the directed focus he gave them and their sophistication in ability to look at children in a positive light. Most of the participants observed actions of children rather than the skills being practiced by the children. Some were applying labels - skills associated with indices of growth. They all appeared to be recording more details than they had been able to in the past summer sessions.

On the general evaluation some of hte remarks were:

> "Interaction of children and discussion of tape were excellent."
>
> "Dr. Abeyta offered nothing new."
>
> "Enjoyed the video micro-teaching experiences."
>
> "Have more opportunities to interact with people such as Dr. Abeyta."
>
> "These sessions helped me understand so much more clearly what intellectual skills children are using as they perform various tasks - how to identify them and understand ways to help teachers identify some."

INSTRUCTIONAL OBJECTIVES

Session 11

First and Second Institute

Objectives

Participants will identify the major features of good behavioral objectives as described by Robert F. Moyer.

Participants will identify and describe the unique features of TEEM instructional objectives.

Participants will describe the appropriate uses for the Tucson Center document "Development and Use of Instructional Objectives in TEEM".

Training Strategies

1. All participants reading and discussing the introductory sections of the Center document on instructional objectives.
2. Presentation and discussion of good and bad instructional objectives in order to help participants to recognize the essential features of the TEEM approach.

Evaluation Strategies and Results

All participants responded to the enclosed evaluation device prior to and after the training session. The results of their evaluation indicate that as a result of training, participants were able to discriminate between good and poor instructional objectives and to identify the essential features of a good TEEM instructional objective.

Instructional Objectives in TEEM
Introduction: Training Session I.O. 11
Summer, 1973
Pretest

Examine the following objectives, and then categorize each as being a good or poor TEEM, Instructional Objective for children. For the Objectives categorized as poor, give a reason.

______ 1. The child will over time improve in his ability to transform English sentences (syntax).
eg. Given a sentence in one tense the child will be able to state the sentence in any of the other major tenses.

______ 2. After a field trip to a dairy all children will be able to describe at least three things they saw, and will prepare a talking mural over one of them.

______ 3. In the math center there will be a wide variety of materials that accommodate individual differences and facilitate discovery of mathematical relationships.

______ 4. By the end of the second grade all children will recognize by sight at least 3/4 of the Dolch words.

______ 5. The child will improve in his ability to use prepositions to describe the position of objects, e.g., in, on, around, about.

______ 6. By the end of kindergarten all children will be able to describe spatial relationships among objects in his environment, e.g., beside, in front of, etc.

______ 7. Children will learn over time to describe and identify with the emotional tone of situations, e.g. A child might be given a set of pictures, and asked to identify whether the people are happy or sad.

______ 8. A rich reading environment will be established in the classroom as evidenced by the existence of a library center with trade books and books outlined by children, word banks, word rings, etc.

______ 9. By the end of first grade all children will be able to do two of the three Piagetian tasks for this level. --i.e. seriate, conserve length, or conserve volume.

______ 10. The child over time will identify and correctly pronounce more initial consonant sounds.

Instructional Objectives in TEEM
Introduction: Training Session I.O. 11
Summer, 1973
Posttest

1. How do TEEM instructional objectives differ from traditional (mager) instructional objectives? And what are the unique features of TEEM instructional objectives?

2. Examine the following objectives, and then categorize each as being a good or poor TEEM instructional objective for children. For the objectives categorized as poor, give a reason.

    1. The child over time will identify and correctly pronounce more consonant blends.
    2. At each committee there will be at least two options within there activity to ensure individualization of learning.
    3. By the end of second grade all children will be able to verbally label the symbols for the different math operations.
    4. Math instruction will be consistent with Piagetian principles of conservation, seriation, etc. - Concrete experiences will precede verbal obstractions.
    5. Given a set of objects, the child will increasingly be able to classify them into subsets.
    6. The child will know more of the Dolch words by sight at the end of the year.
    7. After a walking trip around the neighborhood each child will be able to describe at least three things, and will elaborate on one of his choices.

8. The classroom environment will reflect the children's cultural setting.

9. The child will develop more positive attitudes toward learning, e.g. The teacher might collect information on the kind of activities selected in choice situations.

10. From the beginning to the end of the year each child will make at least 9 months growth in reading based upon scores on standardized reading tests.

WRITING TEEM BEHAVIORAL OBJECTIVES

Session 12

First and Second Institutes

Objective

Participants will be able to write a TEEM Behavioral Objective in each of the four goal areas.

Training Strategies

1. Review four goal areas as dominant rather than unique categories for objectives.
2. Describe how TEEM objectives differ from EPIC- or MAGER- type objectives (emphasis on instruction and development rather than evaluation).
3. Each participant writers one objective for critique - instruction then consists of group critique of objectives.
4. When each participant expresses satisfaction with the preparation, the task of writing four objectives is assigned.

Evaluation Strategies and Results

Each participant was pre-assessed during activity number three above. If the initial objectives had been satisfactory, then the period would have been terminated. However, the initial objectives showed a lack of clarity.

The post session objectives generally were rated acceptable and were used in Session 13 (Record Keeping). However, in each session one or two participants produced objectives in need of editing. It probably could have been beneficial to provide for some type of additional supervised practice for those few participants if they could be identified without loss of face.

The expressed satisfaction of the participants with the session was extremely favorable. This satisfaction is probably due to the fact that the session was elected by those who had felt a need to accomplish the objective of the session, and each participant observed progress toward accomplishing that objective.

Recommendations

1. Work with objectives should use modeling of objectives to clarify goals of instruction between participants and leaders.

2. Only participants selecting such an option should be included in the sessions. These participants should experience success in accomplishing the common goal.

RECORD KEEPING

Session 13

First and Second Institutes

Objective

To develop the ability of participants to initiate record keeping devices for TEEM instructional objectives.

Training Stragegies

1. Presentation and discussion of some sample record keeping devices directly related to specific TEEM instructional objectives.
2. Development of participant's own record keeping devices based on the instructional objectives written in the previous instructional objective session.
3. Discussion and critique of participants' records.

Evaluation Strategies and Results

The record keeping forms developed by the participants were the evaluation.

Most participants produced good, workable record keeping devices. The general level of understanding was good.

Recommendations

1. Divide participants into the following two groups:
    a. Those with no knowledge of working with LEIR in the classroom
    b. Those with a working knowledge of LEIR
2. Use records developed during sessions in a planning exercise.
3. Use of "role playing".

INSTRUCTIONAL OBJECTIVES

Session 14

First and Second Institutes

Objective

To enable participants to structure and implement TEEM instructional objectives in a small group setting.

Training Strategies

1. Explanation and history of instructional objectives.
2. Suggestions and supervised practice in writing instructional objectives.
3. Use of small groups to devise record keeping procedures and writing instructional objectives for field trip.
4. Field trip.
5. Discussion and evaluation in small groups.

Evaluation Strategies and Results

The evaluation was based on reference criterion. After attending the session each participant would write a strategy for training community personnel in implementing instructional objectives within their own specific community. Strategies were solicited for better In-Service and Pre-Service training. Five separate strategies were generated by the participants indicating acheivement of the objective. Some participants needed more guidance than others, but overall the participants demonstrated an understianding of the steps necessary for implementation.

Although a number sat silently through the session there appeared to be adequate participation by most in attendance.

Recommendation

1. One clearly evident drawback to the session became manifest. A number of participants had not attended the prior sessions on instructional objectives and were not able to generate the strategies we requested. If such a session is generated gain, all participants should be required to attend prior instructional objective sessions.

PROFESSIONAL RESPONSE

Session 15

First and Second Institutes

Objective

Identify common characteristics of a facilitator of learning.

Develop strategies for helping teachers grow as facilitators of learning.

Training Strategies

1. Reading, analysis, and discussion of cartoons depicting the characteristics of a facilitator of learning.
2. Comparison of group findings with those of other authors.
3. Use of small groups to develop strategies for helping teachers grow.
4. Discussion of focus of attention and participants' role.

Evaluation Strategies and Results

The first step of the strategy was effective in that the cartoons were able to act as a stimulator to eliciting what characteristics are the basis for a facilitator of learning. The participants stated that they enjoyed the approach and all were highly involved in the activity.

When comparing the list of characteristics that the participants had developed with what other authors have said, the participants felt reinforced that they had covered the area, and only a few characteristics needed to be added.

When deciding on which characteristics would be the focus for viewing the micro-teaching situation, three characteristics were consistently chosen by each group - sensitivity to children, personal and professional growth, and ability to organize and manage.

Although few strategies were developed for affecting change in a teacher, the common consensus was that change could occur in the attitudes and behaviors of teachers but only with the decision being made by the teacher. The groups arrived at the conclusion that teachers should discuss what are characteristics of a facilitator of learning and then assess their own qualifications.

PROFESSIONAL RESPONSE

Session 16

First and Second Institutes

Objectives

Use of a micro-teaching situation to identify the characteristics of a facilitator of learning.

Implement a strategy which would facilitate growth in the teacher.

Training Strategies

1. Observe on video a live micro-teaching situation focusing on the teacher.

2. Practice interviewing teacher after model interview by Program Assistant.

Evaluation Strategies and Results

The strategy of having the micro-teaching situation in the School House and the participants viewing the situation in the Conference Room was highly recommended by the participants. Even though some technical difficulties at various times delayed and interferred, the overall effectiveness of seeing a live presentation without interference from the adult observers was effective.

The participants were able to focus on the teacher and assess her qualities as a facilitator of learning. In the one session where the participants held the evaluation session with the teacher, their comments were astute and each stated how grateful they were for the experience even though they were terrified at the time.

The effectiveness of having Howard Burns role play the P.A. in an evaluation session was so effective that it required nit picking to discuss the teacher's ability as a facilitator of learning. Howard in his last session was left to modelling a poor P.A. rather than continue with the original strategy.

A few participants commented that the children used in the session were not representative of our communities.

Recommendations

1. Revisions in strategy occurred as each group indicated special needs.

2. Technical problems associated with video taping the monitoring area need to be worked out in advance.

PROFESSIONAL RESPONSE

Session 17

First and Second Institutes

Objectives

To elicit list of skills and attitudes deemed necessary as part of one's professional responsibility.

To present several strategies one might use in responding to the need for individualizing.

Training Strategies

1. Short introduction explaining professional response.
2. Eliciting skills and attitudes necessary for one to respond professionally using Chart as a reference.
3. Distribute problems; participants work in pairs to suggest solutions and teacher skills involved, followed by sharing of solutions and ideas.
4. Distribute planning sheet and discuss ways teachers can plan for themselves, teaching assistants, and children.
5. Refer to several resources focusing on need for individualizing and on teacher's role.
6. Evaluation.

The entire session was designed as an over-all strategy that P A.'s might use with teachers to increase awareness of professional responsibility.

Evaluation Strategies and Results

Included in this section are the evaluative instrument and a summary of the data derived from this instrument. As indicated, the general reaction was very positive and participation was good.

Evaluative Instrument

1. To what degree has this session increased your awareness of the skills

and attitudes required as part of a teacher's professional response in relation to individualizing?

(Great) (None)
1 2 3 4 5

List 2-3 skills and/or attitudes you were not aware of prior to this session.

2. To what degree has this session provided you with ideas leading to strategies that you can implement in your community?

1 2 3 4 5

Briefly describe one strategy you will use with your teachers.

3. Additional Comments (If so desired):

Recommendations

No major revisions are planned although if the names of participants are listed we may be able to make last minute adjustments on the focus of the session. This kind of adjustment would avoid the situation which occurred in Session 2. This session was attended by only five people, a psychologist, two directors and only two P.A's. An increased emphasis on philosophy superceded more practical strategies.

Session 1 - 17 Participants
Session 2 - 5 "
Session 3 - 10 "
Session 4 - 8 "

Total 40 "

Total Results:

	Great				None
Rating scale:	1	2	3	4	5
Response Frequencies:					
Question 1:	15	13	7	4	1
Question 2:	24	9	6	1	0

Response Frequencies Of Each Session:

	Rating scale:	1	2	3	4	5
Session 1	Question 1:	9	4	3	0	1
	Question 2:	13	3	1	0	0
Session 2	Question 1:	1	2	1	1	0
	Question 2:	3	0	2	0	0
Session 3	Question 1:	3	3	2	2	0
	Question 2:	5	2	2	1	0
Session 4	Question 1:	2	4	1	1	0
	Question 2:	3	4	1	0	0

Summary Of Comments Under Question 1:

Session 1:

Was aware of skills and attitudes, but realized today that they are the key to individualizing instead of TEEM methods, room arrangement, administrative encouragement, etc.

Because more aware of importance of sensitivity, flexilility, trust, humility, patience, record keeping, individualization.

Was aware of skills and attitudes but this was good reminder and reinforcement.

More aware of my role in helping teachers become aware of their role.

Attitide of trust was the"fuzziest" before this session.

I don't mean to sound like I know it all, but zero.

Session 2:

Problem-solving presentation;
Case-history approach;
Reading assignments for teachers.

Letting child be more independent is a kind of individualizing.

Session 3:

Organization by teacher;
Self-concept builder;
Aware of skills and attitudes, but good to review.
Teacher needs to plan for self and for assistant.

Session 4:

Not a case of being aware, but helpful to be reminded.

Putting ideas into new arrangement increases understanding.

Greater trust and value.

Summary Of Comments Under Question 2: (strategies to use with teachers)

Session 1:

Presentation strategy (5 comments)
Solving problems in small groups (11 comments)
Reproduce chart used (2 comments)
Teacher planning sheet (hand out)
Problem solving sheet (hand out)
Incorporate TII in planning sessions
A series of in-service sessions using presentation strategy and and out materials
Help teachers become aware of their Professional Responsibility as listed on the chart
More stress on the importance of record keeping

Session 2:

Get teachers to have more individual conferences with children
Provide opportunities for teachers and other adults to observe what I'm seeing
Written problem situations

Session 3:

- Problem solving strategy modeled (3 comments)
- Use presentation and materials for in-service
- Developing sensitivity and awareness among children
- Use planning sheet strategy (3 comments)
- Planning sheet more helpful for child selection time rather than just for observing
- Planning sheet to be more helpful in planning adults' time, where they'll be during committee time and what they'll be doing (2 comments)
- Help teachers find out how grouping can influence individual performance
- Importance of scheduling day to provide for individualization
- The Professional Responsibility

Session 4:

- Presentation technique (4 comments)
- Sharing ideas through problem solving (4 comments)
- Chart is a good frame of reference, brings this area into focus (2 comments)
- Problem orientation with small groups
- Will write own problems (3 comments)

Additional Comments:

Session 1:

- This has been the best workshop we've been to in 6 years!
- Session was very helpful (3 comments)
- Many useful suggestions and approaches
- Good discussion and concern regarding teacher attitudes
- Very enjoyable session (3 comments)
- Will make chart available for teachers to refer to during year
- From the theory part came practical "can do in class" solutions
- Trust is indicated by the responsibility we allow children to assume
- A reciprocal caring relationship allows growth in both parties

Session 2:

- Liked to have spent more time in individualizing and structuring or organizing the day
- Liked more attention to individualizing specifically in academic areas

Session 3:

A reinforcing session, very good and useful (2 comments)

What other means could have been taken to get across and open ideas to problems and strategies discussed - the problem solving or problem quotation idea is a well-used one.

Session 4:

Session was pertinent to my needs, good input

Good sharing of general problems

Good session

PROFESSIONAL RESPONSE

Sessions 18a and 18b

First and Second Institutes

Objectives

The participants will be able to model the role of a learner.

The development of a behavioral definition for indices of growth.

Paticipants will be able to illustrate a method of recording that learning is taking place.

Training Strategies

1. Introduction of modeling the role of learner.
2. Discussion of how we learn as adults.
3. Questions asked about an unfamiliar vegetable.
4. A walking trip to observe possible extensions.
5. Sharing records from walk.
6. Small group discussions to develop behavioral definition of indices of growth.
7. Problem solving using games to observe and then participate - Role Playing.
8. Evaluation.

Evaluation Strategies and Results

First Institute

All the participants felt the session was effective. They found the most significant point was the kind of questions that were covered and the discussion on the indices of growth was helpful in leading into the observation of learning. Three out of the fifteen felt more time was needed. Five stated there was a good feeling conducive to open discussion.

Second Institute

Some significant points listed by the participants were: "question asking" as modeled by the teacher, rehearsal of a field trip and the adults participating as "problem solvers".

Of the five participants, four rated the effectiveness of the session with a score of 2 on a 5-point scale (1 as effective and 5 as ineffective). One participant rated it 1.

Suggestions for improvement of the session were not given.

Four of the participants felt that the next item, ideas for implementation with your teacher, was not applicable since they were teachers.

Recommendations

1. Development of question strategy - utilize more open-ended questions with examples.

2. Longer practicum in problem solving.

LEARNING POTENTIAL

Session 19

First and Second Institutes

Objectives

To explore the meanings of "ability" and "potential".

To work with the group toward the conclusion that the terms are not synonymous but rather that "ability" refers to present performance which may not have reached the maximum possible for the individual, and "potential" refers to the upper limits to which a person may develop.

To explore the relationship of various types of environment on human learning and performance.

To explore the hypothesis and value thereof that ability is an inference made from performance and that potential is an inference made from ability.

To identify the practical applications for teachers, psychologists, parents, and others that grow out of the assumptions and definitions of the above.

The point out the disservice which may be done to children through labelling them and interacting with them in terms of the stereotype which the label implies.

Training Strategies

1. Group discussion and shared impressions of the terms "ability" and "potential".
2. Use of leader as "sounding board" and for clarification of issues.
3. The drafting of operations and behaviors for classroom workers brought forth in discussion.

Evaluation Strategies and Results

Evaluative feedback was solicited from each group by the leader. Rather than choosing a written format for evaluation, evaluation consisted of a verbal critique immediately following each of the sessions. Participants felt free to offer suggestions and to state the value or lack of value in the topic. Participants stated that the topic was not too theoretical and that the working strategy of involving participants in clarifying terms, stating implications, and developing quidelines for classroom attitudes and operations was of much value.

Each session and group leader was evaluated by the participants in an overall written summary evaluation at the end of summer training. Session 19 received very positive statements. Two participants stated that they felt they never fully understood the intent of the session.

The leader believes the topic was worthwhile, and that with minor modifications he would use the same procedure again.

P. I. E.

Session 20

First and Second Institutes

Objective

Through observation of video tapes and role playing, participants will be able to identify teachers' needs.

Develop strategies for facilitating growth in meeting teachers' needs.

Training Strategies

1. Brief introduction. Review steps in PIE Cycle.
2. View video tape "Alice Paul - Turtle Kit" focusing on teacher and her needs. See sheet "A Focus for Identifying Teacher Needs . . . . ".
3. Participants pair up and role play an evaluation session with one participant playing the role of the teacher and the second playing the role of the P.A. or both play P.A.s discussing the observed teacher. Briefly share strategies.
4. View the video tape "Ball Kit" focusing again on teacher and her needs.
5. Role play again but switching roles.
6. Summarize.

Evaluation Strategies and Results

All participants were able to identify needs/strengths of teachers observed. Difficulty was exhibited by several who became sidetracked by the children's behavior when they were asked to focus on the teacher's behavior.

The most frequent comment on the evaluation sheet was: "You focused on the strengths of the teacher rather than the problems."

During the role palying session, participants found it was easier to act as two P.A.s discussing a teacher rather than to have one P.A. act as a teacher and one act as P.A.

P.I.E. #20
P.I.E. Committee

Guide for Evaluation Session Discussion Practicum

Topic: Interaction between P.A. and teacher.

How can P.A. facilitate learning in the teacher?

Purpose: Identify needs and plan strategies for accomplishing growth in identified areas.

Questions to Consider:

1. What behaviors can you reinforce?
2. What skill that is reinforced, can be the basis for future continued growth?
3. How can you verbally identify a teacher need in: Interaction skill, professional response, P.I.E. cycle, body language.
4. What techniques (verbal, organizational) can the P.A. use to elicit the desired skill? (awareness preceeds action)
5. How can expectations be set with the teacher? What will they be in: time, behaviors, outcomes?
6. How will you, the P.A., and teacher assess the growth of the teacher in an identified need/growth area?

5 /

A Focus for Identifying Teacher Needs While Viewing a Micro-Teaching Session

How do the following effect the teacher's interaction with children?

1. Body Language (Teacher Actions)
    a. Manner
    b. Gestures
    c. Control
    d. Space Relationships
    e. ____________________
    f. ____________________
    g. ____________________

2. Professional Response
    a. Mediation
    b. Reinforcement
    c. Modeling
    d. Corrective Feedback
    e. Awareness of Children
    f. Sensitivity to Cues
    g. ____________________
    h. ____________________
    i. ____________________
    j. ____________________

3. How does the teacher use the PIE cycle?

    Does the teacher use the following steps during implementation?
    a) Organization of the environment - preparedness
    b) Awareness of time and paring
    c) Adaptation - resetting the problem
    d) Record keeping
    e) Summarization

Any other considerations?

____

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GUIDE FOR EVALUATION SESSION PRACTICUM

PIE Committee

Purpose: Identify need and plan strategies/activities for facilitating growth in identified need.

P.A./TEACHER ______________________/______________________
TEACHER/CHILD ______________________/______________________

STRENGTH/NEED	SKILL TO BE DEVELOPED	TRAINING STRATEGIES/ACTIVITIES	IMPLEMENTATION BY TEACHER/CHILD	ASSESSMENT BY P.A.?TEACHER - TEACHER/CHILD
What can be reinforced?	What skill which was reinforced can be the basis for future continued growth?	What techniques can be used to elicit the skill desired?	On the basis on training Stat/Act what expectations will be set? Time-Behavior	How will growth be assessed?

EXEMPLAR

GUIDE FOR EVALUATION SESSION PRACTICUM

PIE Committee

Purpose: Identify need and plan strategies/activities for facilitating growth in identified need.

P.A./TEACHER Nori Wagner / Diane Arrigo 1st Grade Teacher
TEACHER/CHILD ____ / ____

STRENGTH/NEED	SKILL TO BE DEVELOPED	TRAINING STRATEGIES/ACTIVITIES	IMPLEMENTATION BY TEACHER/CHILD	ASSESSMENT BY P.A./TEACHER-TEACHER/CHILD
What can be reinforced?	What skill which was reinforced can be the basis for future continued growth?	What techniques can be used to elicit the skill desired?	On the basis on training Stat/Act what expectations will be set? Time-Behavior	How will growth be assessed?
Use of children's language-talking mural (Dictation) in environment	Growth in Use of Dictation for skill level in reading, emphasizing phonics-beginning sounds	1. Reinforcement-reinforce use of children's language. 2. Discuss uses for talking mural as a vehicle for skill development. 3. Model-teaching beginning sounds using talking mural with a committee-followed by evaluating session. 4. Planning session to develop/decide different techniques for teaching beginning sounds from talking mural. a) circle all words that begin with "b" b) find a child's name and find words that begin like it. c) pick a word and have child give other words that have some beginning sound.	3. Teacher models with a committee-P.A. observes. Evaluation session to follow. 4. Teacher uses strategies with children.	1. More evidence of the talking mural being used as vehicle for teaching skills as evidenced by circled beginning consonant sounds, etc. 2. Children's reading records indicate teacher's awareness of differences in phonic skills. 3. Teacher beginning to document the phonic needs of children.

STRENGTH/NEED	SKILL TO BE DEVELOPED	TRAINING STRATEGIES/ACTIVITIES-	IMPLEMENTATION BY TEACHER/CHILD	ASSESSMENT BY P.A./TEACHER - TEACHER/CHILD
		5. Resources: a) Van Allen, Language Experience in Reading, Level 1, Lesson 1,3,4,5, 7, and 8. b) Bill Martin, Jr. Sounds of Laughter p. 14-17 c) Russell G. Stauffer, The Language - experience approach to the teaching of reading. p. 186-189 d) Dolores Durkin, Phonics and the Teaching of Reading. chapter 3		

P. I. E.

Session 21

First and Second Institutes

Objectives

By analyzing children's books, sheets, diaries and child-made books, participants will be able to identify child needs in areas of language, spelling and/or math.

Develop activities for facilitating growth in meeting an identified child need or needs.

Training Strategies

Assessing needs through child records.

1. Brief introduction.
2. Study children's work to focus on strengths and needs - (see Focus for identifying needs.)
3. Participants pair up to study and assess children's work; plan activities to meet needs.
4. Briefly share strategies with the group.

Assessing needs through recorded language.

1. Choose one example of children's language to read and assess.
2. Select an area for assessment e.g.: Labeling, Hi-frequency words, verb tense, classification, or another area.
3. Devise a record keeping system for the findings.
4. Analyze and discuss uses and possible extensions.
5. Briefly share with total group.

Evaluation Strategies and Results

The evaluation of the session attempted to stress how applicable the information received would be to the participant's community. In general, the comments appeared to indicate that the program assistants, especially those with experience, were able to predict uses for the concepts of the presentation. Most commented that they would include the analyzing of children's work in Pre-Service workshops.

Most comments were favorable to the presentation in that the approach would provide for more individualization in the classroom and give teachers focus for developing growth in the children's skills basing the development on what the child already knows and approaching the child from a positive position.

Due to interest and discussion in the analysis of the children's work, none of the sessions were able to complete the entire strategy. We felt that the discussion was worthwhile and hesitated to shorten the time.

In general the participants were astute in their interpretation of the children's work and were capable of suggesting extensions.

Recommendations

1. A variety of children's work was utilized with participants discussing different children's work. It would have been more advantageous for everyone to have had the same child's work.

2. It might have been more successful a strategy if we had a demonstration with a child and then developed the strategy using that child's work.

P.I.E. #20
P.I.E. Committee

Guide for Evaluation Session Discussion Practicum

Topic: Interaction between P.A. and teacher.

How can P.A. facilitate learning in the teacher?

Purpose: Identify needs and plan strategies for accomplishing growth in identified areas.

Questions to Consider:

1. What behaviors can you reinforce?
2. What skill that is reinforced, can be the basis for future continued growth?
3. How can you verbally identify a teacher need in: Interaction skill, professional response, P.I.E. cycle, body language.
4. What techniques (verbal, organizational) can the P.A. use to elicit the desired skill? (awareness preceeds action)
5. How can expectations be set with the teacher? What will they be in: time, behaviors, outcomes?
6. How will you, the P.A., and teacher assess the growth of the teacher in an identified need/growth area?

GUIDE FOR EVALUATION SESSION PRACTICUM

PIE Committee

Purpose: Identify need and plan strategies/activities for facilitating growth in identified need.

P.A./TEACHER ______________________/______________________

TEACHER/CHILD ______________________/______________________

STRENGTH/NEED	SKILL TO BE DEVELOPED	TRAINING STRATEGIES/ACTIVITIES	IMPLEMENTATION BY TEACHER/CHILD	ASSESSMENT BY P.A.?TEACHER - TEACHER/CHILD
What can be reinforced?	What skill which was reinforced can be the basis for future continued growth?	What techniques can be used to elicit the skill desired?	On the basis on training Stat/Act what expectations will be set? Time-Behavior	How will growth be assessed?

EXEMPLAR

Purpose: Identify need and plan strategies/activities for facilitating growth in an identified need.

TEACHER ____________ CHILD Mike GRADE LEVEL 3rd

NEED	SKILLS TO BE REINFORCED	ACTIVITIES TO STRENGTHEN	IMPLEMENTATION BY TEACHER CHILD	ASSESSMENT FOR GROWTH HOW MEASURE
Problem: Child is comfortable working with addition problems but will not move into multiplication.	Addition-counting by 2's counting by 3's one to one correspondence or equivalence of 2 or more set e.g. flowers and vases.	1) Cuisenaire rods eg. 2 yellows (5) make=ten orange move into 2x5=10 2) Group of objects into sets. 3) Games individual group.	1) Ask Mike to pass out papers by 2's or three's estimating how many he would need for class during math. 2) Counters can be grouped 5 groups of 2, have child group by 3's. 3) Classification of sets to multiplication of numbers. 4) Cooking experience double-triple recipe. 5) Snack time have child give each child committee 3 cookies. "How many will you need?" 6) Play store, interact with child as: If I buy 3 of these how much would it be?	Does the child choose to work in area of multiplication comfortably? Observe and record Mikes work over period of 3-6 weeks to note growth in multiplication skills with 25-35.

EXEMPLAR

PIE Committee

GUIDE FOR EVALUATION SESSION PRACTICUM

Purpose: Identify need and plan strategies/activities for facilitating growth in identified need.

P.A./TEACHER ____________ / ____________

TEACHER/CHILD Diane Arrigo / Mary Smith (3rd Grader)

STRENGTH/NEED	SKILL TO BE DEVELOPED	TRAINING STRATEGIES/ACTIVITIES	IMPLEMENTATION BY TEACHER/CHILD	ASSESSMENT BY P.A./TEACHER - TEACHER/CHILD
What can be reinforced? Problem: Mary reluctant to be committee chairman.	What skill which was reinforced can be the basis for future continued growth?	What techniques can be used to elicit the skill desired?	On the basis on training strat/act what expectations will be set? Time-Behavior.	
Mary demonstrated good one-to-one relationship when handling the responsibility for library cards. -Children responded positively to her requests that books be returned. -Mary accepted reasonable excuses for delinquent books. -Observed that Susie and Jim had asked for Mary's help.	Expand Mary's one-to-one relationship competence to larger groups.	1) Ask Mary to train John and Mike in handling library cards. ⟷	1) Mary should be able to accomplish training within 2 or 3 days. ⟷	Observe and record Mary's attitude
		2) Reinforce Mary's ability to train John and Mike. ⟷	2) Reinforcement should follow successful. John's handling of library cards. ⟷	while working with two.
		3) Ask Mary, John, and Mike to take an inventory of the books. Suggest that as Mary knows the collection best she assign responsibilities. ⟷	3) Allow children to work for a week. ⟷	Task accomplishment with Mary as chairman.

P. I. E.

Sessions 22a/22b and
23a/23b

First and Second Institutes

Objectives

The new P.A. will be able to demonstrate knowledge of P.I.E. Cycle as shown by the P.A.'s ability to plan, implement and evaluate an activity with children and/or adults.

Training Strategies

Session I

1. Participants asked to read "In The Planning Session" by Alice Smith and Amanda Phillips.
2. Slide presentation in which overview of planning and planning, implementation and evaluating with children was discussed.
3. Introduction and discussion "Steps in the P.I.E. Cycle" used as a focus for viewing tape.
4. Viewing of planning tape.
5. Discussion of tape and assignment.

Session II

1. Two participants chose two children with which to plan, implement and evaluate some activity.
2. Implementation and evaulation of plans with children.
3. Critique of what had happened with the children and participants.
4. Sharing with group.

Evaluation Strategies and Results

This session was offered twice. A total of sixteen people attended the sessions.

P.I.E.
Sessions 22a/22b and 23a/23b
First and Second Institutes
Page 2

The following questions were asked of the participants:

What was most beneficial in P.I.E. session?

a. The Strategy itself.

[illegible] The session on how to plan.

c. Working with children.

d. Going over old ideas to get a new perspective.

e. The stress placed on cooperative planning and especially letting children plan.

f. Sharing experiences.

g. The first session.

h. Reviewing steps in P.I.E. Cycle from paper "In the Planning Session".

i. Video tapes.

Remembering that the P.I.E. sessions were designed for inexperienced P.A.s, list some ideas that you feel could be incorporated to enhance the session.

a. I felt the approach was very well implemented to meet the needs of inexperienced P.A.s.

b. I don't feel it could have been any better implemented.

c. No reason why same program would not be a equal value to both experienced and inexperienced P.A.s.

d. You covered things quite adequately I felt.

e. Maybe a modeling session showing actual practice before having to do one.

f. Cues, re-directing in case plan falls apart.

g. The second part would be more helpful if someone observed your work and gave feedback.

h. More detailed directions.

i. I don't know.

The participants were asked to rate the sessions on a scale of 1 to 5. 1 being designated as beneficial to them and 5 being useless, the results are as follows:

Beneficial				Useless
1	2	3	4	5
6	8	2	0	0

Responses

In Session II we felt the participants met our objective because they did plan, implement, and evaluate with children and/or adults. They reported their adventures verbally in a sharing session at the end of this session.

RECORD KEEPING IN TEEM

Sessions 24, 25, 26, 27, 28, 29, 30A, 30B

First and Second Institutes

Objectives

Given a series of record keeping devices, P.A. will be able to identify uses of each.

Given a series of behavior patterns, P.A. will be able to record specific pupil behavior pertinent to a problem as identified.

Given a specific identification of a learning style, P.A. will be able to identify and/or recommend functional record keeping system(s) - Home - Classroom.

Given a series of, or specific patterns of pupil performance, P.A. will be able to classify, categorize, organize and also timing record keeping methods.

Given specific problems (skills based), P.A. will be able to devise methods of recording pupil progress (deficiencies and/or achievements).

Given specific problems (skills based), P.A. will be able to provide on-going series or sequence for building cognitive skills.

P.A.s will be able to train teachers to devise a strategy for record keeping.

Training Strategies

1. Small Group Session

2. Planning Sessions

   Grade Level
   Classroom
   One to One (Adults, Children)

3. In-Service Sessions

4. Pre-Service Orientation

5. Resource Person
   (Lecture - Discussion
   Buzz Sessions)

6. Workshop - Developmental Activities

Evaluation Strategies and Results

Attainment of behavior specified in objectives would constitute the evaluation (i.e.) New Record Keeping forms developed by participants.

The following questions were administered with the results shown:

Strategies for training teachers

Question 1. What were the significant points covered with regard to Record Keeping in relation to your community role?

Record Keeping Process	5	How to use records	2
Criteria for Record Keeping device	4	How to prepare	1
Specific behaviors to record	1	How to get started	1
Variety record forms	1	How to design	4
Pupils' record keeping	1	Strategies to use with teachers	5
When to use records	1	Interaction skills	2

Question 2. How valuable?

TOPIC	FREQUENCY OF RATINGS									
	Extremely		Very Much So		Somewhat Helpful		Possibilities		Not at All	
Record Keeping Process	7	2	2							
Step I - Purpose	8	8			2					
Step *II - Identify	7	8	5	1	1					
Step III - Design	8	7	6	3						
Step IV - Evaluate	9	7	6	1	2					
Interaction Skills	4	7	8	1	2				1	
Focusing	5	7	8	1	2				1	
Defining	5	6	8	2	3				1	
Summarizing	4	6	9	2	2			1	1	
Validating	4	5	10	2	2			1	1	
Informative	3	6	9	2	4				1	
Interpretative	4	6	8	2	3			1	1	
Role Playing Strategy	8	8	4	2	3			1		
Record Keeping Device Practicum	8	8	6	2	1					

Question 3. Do you plan to implement any of the strategies presented?

Which ones?

Record Keeping Process	7	Design	1
Record Keeping Criterian	1	Device Practicum	1
Role Playing	5	Focusing, Defining, Summarizing	1
Interaction Skills	3	All	2

When during the year?

Pre-Service	10	Workshops	5
In-Service	26	Other	3
Planning Session	17		

Specify
Summer Training
Individual Teacher
Informally

Question 4. How effective was the strategy of presentation?

Session #	Frequency of Ratings							
	Very Good		Helpful		Somewhat Helpful		Not At All Helpful	
24 - 25	5	8	1		6		3	
26	8	5	5		2		1	
27	8	5	4		3			

Question 5. Do you feel the objectives specified during 24, 25, 26, 27 were met?

Yes 33 No 0

Question 6. Suggestions for improving Sessions 24 through 27.

Done in two sessions	2
Less direct lecture and more involvement	1
Fragmentation of sessions	1
Change lecture format	1

Question 7. Do you feel the need for more input?

Record Keeping Process	Yes	6	No	18
Interaction Skills	Yes	10	No	16
Role Playing Strategy	Yes	7	No	16

Question 8. What additional help could the Arizona Center Staff give you in your community next year in relation to record keeping?

Elaine to train teachers; workshop	6
Help develop on-going forms	1
Input from other communities	1
Further refinement	1
Consultation with Field Representative	1
Send others' forms	2
Help teachers set priorities	1
More practicum	1

Summer Institute
June 4 - 15, 1973

COMMUNITY NAME ______________________________

RECORD KEEPING

#24-25:	Strategies for Training Teachers in Record Keeping	Caye Gibson & Elaine Nicholson
#26	Workshop: Training Teachers in Record Keeping	Caye Gibson & Elaine Nicholson
#27	Practicum in Designing New Record Keeping Devices	Caye Gibson & Elaine Nicholson

1. What were the significant points covered with regard to Record Keeping in relation to your community role?

2. How valuable?

	EXTREMELY	VERY MUCH SO	SOMEWHAT HELPFUL	HAS POSSIBILITIES	NOT AT ALL
Record Keeping Process					
Step I. Purpose					
Step II. Identify					
Step III. Design					
Step IV. Evaluate					
Interaction Skills					
Focusing					
Defining					
Summarizing					
Validating					
Informative					
Interpretative					
Role Playing Strategy					
Record Keeping Device Practicum					

Further comments:

COMMUNITY NAME ______________________

Summar Institute
June 4 - 15, 1973

3. Do you plan to implement any of the strategies presented: YES NO

Which ones?

When during the year?
Pre-service _____ Planning session _______
In-service _____ Workshops ________
Other __________(specify)

4. How effective was the strategy of presentation?

	VERY GOOD	HELPFUL	SOMEWHAT	NOT AT ALL
#24-25				
#26				
#27				

5. Do you feel the objectives specified during #24-25, #26 and #27 were met? YES NO

6. Suggestions for improving Record Sessions #24 through #27.

7. Do you feel the need for more input?

Record Keeping Process	YES	NO
Interaction Skills	YES	NO
Role Playing Strategy	YES	NO

8. What additional help could the Arizona Center staff give you in your community next year in relation to record keeping?

OPTIONS

Included in this section is a list of options which were available and a short description of the option content. Options which are asterisked include a descriptive report which incorporates the format utilized in the Sessions section, i.e., objectives, training strategies, and evaluation. These reports follow the listing of options. A description of the independent study time and "A Day in TEEM" are included in this section.

Options

Option 31	The psychology of change (individual, institutional, and community) Input session involving leader and participants: conditions necessary for change to come about, resistance to change, facilitating change, legitamitizing change, institutionalizing change within a dynamic system. This session to be followed by options 31a and 31b, practicum and workshop. (A three part sequence.)
Option 32	Individual conferences with children after a presentation of various kinds of pupil-teacher conferences: participants will develop strategies for training teachers in this area.
Option 33	LEIR. Participants will explore teaching, reading, and writing skills and activities in using Strand III of R. V. Allen's LEIR.
Option 34	General discussion of TEEM Implementation Inventory.
Option 35	Personal Space. Personal space may be construed as a measure of interpersonal comfort, so, the more you like another person, the closer you will approach them. This section discusses differences in personal space in TEEM children in comparison with traditional classroom children. It will also be documented how teachers influence children's interpersonal interactions with peers and adults.
Option 36	Film: The Open Classroom The learning and living environment. It capitualizes the criteria for open classrooms.
Option 37a	Slide instruction: preparation and development of slide presentations.
Option 37b	Video instruction: preparation and development of video tape presentations.
Option 37c	Slide and video instruction: introduction to aduio-visual techniques.
Option 38	The consultation process: A vehicle for planning programs for all children. (This session must be taken before option 49 - TEEM's Team).
Option 39	Planning with children: An in-depth look at planning with children w6th the focus on the levels of decision-making by both teacher and pupils. A hand-out will be given to participants the day before to be read before attending the session.

Option 40	Grown-up games: A light-hearted session to play as you work. Try it, you'll like it.
Option 41	Articulating Piagetian Principles in the Classroom: An overview of Piagetian principles.
Option 42	Art Workshop: An exploration of materials - macrame', tie dye, candlemaking, beading. Materials will be available. Participants are asked to try something new with an awareness of the intellectual skills included.
Option 43	TEEM overview: A slide presentation of the overall basic considerations within TEEM's instructional program. Recommended for all participants new to TEEM.
Option 44	Movement workshop: A time to explore movement as a vehicle for learning.
Option 45	Rap on language research: A rap session on some of the more recent research in language acquisition, including the center's research project.
Option 46	Open rap with Dr. Fillerup and Dr. Rentfrow: A chance to talk about the program and research.
Option 47	Individualization and orchestration through cooking: This session has been designed to look at individualizing for children and the orchestration of an activity, using cooking as a vehicle.
Option 48	Rap session: An open discussion of TEEM's terminology and/or basic questions participants new to TEEM might wish to ask in relation to the instructional component.
Option 49	TEEM's Team: Instructional and Psychological Services strategies for working cooperatively in your community. (Option 38 is a pre-requisite for this session.)
Option 50	Rap on CAOS: The Arizona Center has been developing research techniques to validate goals of the TEEM program. The Classroom Attitude Observation Schedule (CAOS) was developed and field tested this year as a technique to describe process goals of the TEEM programs.
Option 51	Intellectual kits: What are they? What are they used for? Some ways kits can be utilized in the classroom.

CONFERENCE WITH CHILDREN

Option #32

First and Second Institutes

Objectives

To investigate various pupil-teacher conferences in a TEEM classroom.

To develop astrategy for working with teacher on conferring with children.

Training Strategies

Discussion of various kinds of conferences and what should occur during each.

Presentation of the types of questions one should consider.

Explanations of handouts on conferences.

Role playing of conference situations.

Developing strategies for individual communities.

Evaluation Strategies and Results

An example of the evaluation questions and results is shown below:

Question 1. What are the most significant points in conferences?

Points in Conferences	Number of Responses
Variety of conferences	9
Types of questions asked	13
Frequency and scheduling of conferences	11
Openness of teacher and child	9
Positive setting	2
Training strategy	7

Question 2. How effective was this strategy utilized in helping you understand conferences with children?

Effective Ineffective

1	2	3	4	5
(14)	(8)	(3)		

In addition to the questions above the participants were asked for any suggestions, ideas and additional comments they might have. The numerous replies will be utilized in planning future sessions of this type.

Recommendations

Possible use of video tape.

Clearer directions on role playing and a better explanation of types of questions.

LANGUAGE EXPERIENCE IN READING

Option #33

First and Second Institutes

Objectives

To explore particular concerns about LEIR shown by participants.

To work in depth in Strand III and examine skills to be developed within the strand.

Training Strategies

Each person records his particular concerns.

Discuss individual or group questions resulting from above results.

Analyze three strands.

Input and techniques of working in Strand III.

Evaluation.

Evaluation Strategies and Results

The evaluation instruments are summarized below:

Question 1. To what degree has this session increased your understanding of LEIR - particularly Strand III?

	(Great)				(None)
	1	2	3	4	5
Session 1	(3)	(3)			(1)
Session 2	(1)	(4)	(2)		
Session 3		(6)	(3)		(1)
Session 4	(3)	(1)	(1)		
Total	(7)	(14)	(6)		(2)

Question 2. To what degree has this session provided you with ideas leading to strategies that you can implement in your communities?

	(Great) 1	2	3	4	(None) 5
Session 1	(3)	(3)	(1)		
Session 2	(2)	(3)	(2)		
Session 3	(3)	(4)	(1)		
Session 4	(4)	(1)	(1)	(1)	(1)
Total	(12)	(11)	(4)	(1)	(1)

Question 3. What suggestions would you have for improving this session?

In addition to the evaluation above, the participants were asked to list new ideas which they had received or planned to use. The numerous ideas submitted will be utilized in the planning of any future options of this type.

Recommendations

More involvement on community questions.

PLANNING WITH CHILDREN

Option #39

First and Second Institutes

Objectives

To review the reasons, kinds, and appropriate time blocks for planning with children.

To discuss, in depth, the levels of teacher-child planning and decision-making.

Training Strategies

Discussion with the participants.

A one minute segment of the film, "The Living and Learning Environment". Implications of this were discussed and input by the participants as to the "Why", and "What" of child planning were charted.

Transparencies depicting the four levels of teacher-child planning were shown and discussed.

Video of a teacher and 3rd level children was shown. Focus was on the type of questions asked by the adult and the observation of child response-both verbal and non-verbal.

Evaluation Strategies and Results

The first group felt that they had teachers working at all levels of planning with children, but that there was much more that could and should be done in this area. This first group stated that the session was very helpful to them.

The second group was entirely different. Some felt no need but stated the pickings were slim at this point of the schedule. Overall, their understanding seemed surface level only and they did not appear as open to giving children the opportunity of planning committee time as did first and much larger group. Four of the five in the second group had viewed the film in Independent Study or in their daily session with the Field Rep. None of the first group had seen the film. The second group thought that all their teachers were planning with children as much as their attitude would allow this to happen.

The first group all expressed ways that they were going to use the chart with the levels on it. Only two verbalized the strategy they would use to move teachers into the next level in the second group.

Recommendations

An explanation of this option before anyone signed up for it.

GAMES FOR ADULTS

Option #40

First and Second Institutes

Objectives

To increase self-awareness in participants.

To have fun.

Training Strategies

Participants will be involved in playing a variety of games.

Evaluation Strategies and Results

The evaluation instruments and results are summarized below:

Question 1. Was this session useful?

(Very)				(Not at all)
1	2	3	4	5
(5)	(1)	(1)		

Why?

Plan to use as strategy (4).
Creates sensitivity (2).
Fun (2).

Would you like more experience in this area?

Yes (7) No

Recommendations

More planning with Center staff.

ART WORKSHOP

Option #42

First and Second Institutes

Objectives

The participants will be more aware of the intellectual skills used by them in working with art media.

Training Strategies

Set up, an environment to accommodate involvement in art activities, macrame, beadwork, tie-dying and candlemaking.

Ask participants to choose an activity in which to work and focus on intellectual skills used.

Evaluation.

Evaluation Strategies and Results

An evaluation sheet was developed to include a list of the intellectual skills which participants used as well as the objective of the session.

Of the thirteen participants who responded on the evaluation sheets, seven stated that the objective was awareness of the intellectual skills involved in art activities.

Of the remaining six, five reported a listing of at least four intellectual skills which they used in the art activity.

Of the thirteen participants seven listed six or more intellectual skills which they used in the art activities, ten listed four or more skills.

Of the three who listed less than four skills, two participants stated that the objective was awareness of intellectual skills. One participant listed less than four skills and stated an objective other than awareness of intellectual skills involved in art activities.

Recommendations

Activities should be more independent.

RAP ON LANGUAGE RESEARCH

Option #45

First and Second Institutes

Objectives

To familiarize participants with current research and recent literature on language acquisition.

To discuss the Center's current research on language.

Training Strategies

Participants will be asked to read prepared copies of three articles.

Conduct a presentation on current trends.

Open discussions.

Evaluation Strategies and Results

The evaluation instruments are summarized below:

Question 1. Was this session useful?

(Very) 1	2	3	4	(Not at all) 5
(7)	(4)	(2)		

Question 2. Would you like more sessions on research base?

Yes (12) Maybe (1)

In addition to the evaluation above, the participants were asked to list suggestions and reasons for approval or disapproval. These suggestions will be used in the planning of any future options of this type.

Recommendations

More research base sessions for participants.

INDEPENDENT STUDY

First and Second Institutes

Objective

To provide time and material for individual research and study.

Training Strategies

Resource materials in the form of magazines, duplicated material, books, tapes, and charts were made available.

Requests for additional material were filled whenever possible.

Evaluation Strategies and Results

Fifty-two persons indicated that they used the facilities during the scheduled periods.

Materials Used	Number of Participants Utilizing Materials
Tapes	32
Magazines	15
Books	45
Journals	6

Recommendations

Use prepared notebook for sign in/out rather than posted single sheet.

Have additional cassette recorders with earplugs.

Distribute materials daily and devise system for limited overnight use of resource materials.

A DAY IN TEEM

This option was presented one time in an hour and a half session.

Objectives

To review the time blocks that are required in a TEEM day and the criteria for each block.

Training Strategies

Review and discussion of TEEM day as detailed in the TII and other TEEM publications.

Presentation of slides and overhead transparencies.

Work through those criteria giving the participants the most problems.

Evaluation Strategies and Results

A four-question evaluation form was given after the session.

Results of the questionnaire indicate that all participants found it useful to some degree and numerous suggestions were put forward for use of the material and improvement for future sessions.

All participants wanted copies of the transparencies used in the discussion.

APPENDIX A

BIBLIOGRAPHY FOR SUMMER TRAINING

ARIZONA CENTER FOR
EDUCATIONAL RESEARCH AND DEVELOPMENT
University of Arizona
1515 E. First Street
Tucson, Arizona 85719

BIBLIOGRAPHY

for

Summer Training

Summer, 1973

BIBLIOGRAPHY FOR BEHAVIORAL OBJECTIVES

*Biggs, Edith and MacLean, James. Freedom to Learn, Addison-Wesley, Ltd., Menlo Park, California, 1969.

Hartup, Willard, and Smothergill, Nancy (editors). The Young Child: Reviews of Research, National Association for the Education of Young Children, Washington, D. C., 1970.

*Lee, Dorris and Allen, R. V. Learning to Read Through Experiences, Appleton-Century-Crofts, New York, 1963.

LeFevre, Carl A. Linguistics, English, and the Language Arts, Allyn and Bacon, Inc., Boston, 1970.

*Nuffield Foundation. Nuffield Mathematics Project Series. John Wiley and Sons Inc., New York, 1967.

*Purkey, William. Self Concept and School Achievement, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.

BIBLIOGRAPHY FOR P. I. E. CYCLE

TEEM Implementation Inventory. Reread section on Whole Group Planning.

Program Assistant Self Assessment Guide. Reread section on planning and record keeping.

*"In the Planning Session," Amanda Phillips and Alice Smith, TEEM Exchange, Fall, 1971.

*"Record Keeping - A Brief Outline," Carol Rubow, ACECE, 1971.

*"Record Keeping," Ruth Frasier, Kate Cloud, and Evelyn Oursler, ACECE, 1972.

The Consultation Process, Margaret Ronstadt, ACECE, 1972.

BIBLIOGRAPHY FOR LEARNING ENVIRONMENT

The following books will be available for you to read and discuss this summer. We also will order some that you may wish to purchase for your own personal library. If you have any of these books or others about this area, please bring them to share.

ASCD. Individualizing Instruction, 1964 Yearbook.
A small book, compiled before Follow Through, that has a number of related articles by different authors. Particular attention is drawn to "Fostering Individualization" and "The Effect of Environment". The first article refers to various forms of the teacher sensitivity and role. Simple, concise, and straight forward. A. Berry's "The Effect of the Environment" sets up criteria for increasing child participation and draws attention to specific attitudes that play a vital part. Recommendations and reasoning as to condition and content of the classroom is focused and stated simply. This article includes an excellent resume' on community resources. Specific examples are given for varied application. Conclusion is a very useable listing--a guideline for the selection and use of learning resources.

Almy, Millie. "Spontaneous Play: An Avenue for Intellectual Development" Young Children. Vol. 22, No. 5, May, 1967.
The author writes of spontaneous play as understood from academic positions. Tenets of psychoanalytic theory is reviewed with its view of spontaneous play as reflection of emotional state and intellectual competence. A good brief review is given here of Piaget's understanding that play reflects children's conceptual and social development. An interesting connection is sought between what is called cognitive style individuality and its application as creativity. The author concludes with reference to factors affecting the response by children to the material condition provided for encouraging spontaneous play. And too, the additional matter of adult intervention.

*Biggs, Edith and MacLean. Freedom to Learn. Addison-Wesley LTD. Menlo Park, Calif., 1969.
This is an excellent book for all teachers to read. Chapter 2 is focused on setting up the learning environment that allows the child to be an active, exploring learner.

Blackie, John Inside the Primary School. Schocken Books, New York, N. Y., 1967.
This book sketches the origin of the open education movement, describes how it works in Britain, and shows how the British experience is based on modern knowledge of how children grow and learn.
NOTE: The chapters "How Children Grow" and "How Children Learn" are particularly informative.

The California Journal for Instructional Improvement. Open Education, Vol. 14, No. 2, May, 1971.
This pamphlet contains six related articles dealing on integrated aspects of open education. This is presented as an understanding regarding learning that places emphasis on pupil planning, decision-making, and doing. Particular attention is drawn to "Patterns for Pupil Decision Making and Planning." Reference is made and suggestive plan drawn to a flexible resource schedule built on vital issues of the day and current needs as demonstrated through real problems. This booklet is concise almost clear of professional jargon and is understandable and recommended.

Cruikshank, Susan. "Points of Order" Early Years, Vol. 3, No. 3, Nov., 1972, pp. 74-77.
This article is written as a result of the author's first-hand experience in setting up a learning environment for children that encouraged them to make choices and to become independent. Again, this article represents just "one way" of establishing norms with children. Think about our philosophy and the value we place on each child having a positive self image.

Early Childhood Education Project. "Try It, You'll Like It, Implementing the Learning Center Concept", Oakland University, Rochester, Michigan, 1972.

This bulletin explores the theory and practice of learning centers for young children. It gives some excellent suggestions for kinds of centers and variety of materials appropriate for the centers.

Caution: The suggestions are not end points but rather generating points from which you can extend and expand into your own learning environment.

Forte, Imogene, and MacKenzie, Joy. Nooks, Crannies and Corners, Learning Centers for Creative Classrooms. Nashville, Tenn., Incentive Publications, Inc., 1972.

An excellent resource for new teachers who are struggling with setting up a learning environment consisting of learning centers. Many good starting points for kinds of centers and record keeping children can do.

Caution: This book was not written with only TEEM in mind, so some ideas are not applicable to our classroom.

Gray, Susan W., and Klaus, Miller, and Forrester. Before First Grade, Early Childhood Education Series, Teachers College Press, Teachers College, Columbia University, New York, 1972 (4th printing).

This book was written for the purpose of use as the handbook for The Early Training Project For Culturally Disadvantaged Children. There are many ideas that are similar to our own TEEM philosophy. Throughout the book, the reader is made aware of attitudes, activities, and the learning environment.

Caution: Schedule for daily outline and sample lesson plans are not very open to allow for individual needs, etc.

Happgood, Marilyn. "The Open Classroom: Protect It From Its Friends." Saturday Review. Vol. 54, No. 38, Sept. 18, 1971.

The author stresses the danger in the "bandwagon" syndrome of educators toward the popular open classroom concept. Inherent dangers: lack of necessary preparation for change, lack of supportive methods to foster the principles, lack of continuous teacher training that offers teachers new skills--new understandings about how children learn and awareness of what children want to learn.

*Hassett, Joseph D. and Arline Weisberg. Open Education: Alternatives Within Our Tradition. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.

This book reinforces our learning beliefs that children learn best by being actively involved in the learning process appropriate at his level of development. Learning takes place when the child is provided with a multitude of materials and learning experiences that interest him. The authors have a glossary at the end of the book that proves helpful in some of the popular "jargon" in open education today.

Hertzberg, Alvin, and Stone, Edward F. Schools are for Children. Schocken Books, New York, N. Y., 1971.
In this book, a look is taken at the British primary schools that practice "openness" and how the practices in these schools can be adapted and used in American schools. In the chapters on art, math, language, social studies, and science there is a general discussion of the topic, then the authors offer suggestions that American teachers might use to move toward a more open classroom.

Hirsch, Elizabeth. "What are Good Responsive Environments for Young Children?" Young Children, Vol. 28, No. 2, Dec., 1972.
The author critiques O. K. Moore's principles for designing learning environments. She summarizes by reviewing the important learning principles that Moore attends to in his design. However, she quickly points the equally important principles that he omits, namely, the role of past experiences and maturational needs of the learner.

Hymes, James L., Jr. Teaching The Child Under Six. Charles E. Merrill Publishing Co., Columbus, Ohio, 1968.
Reader is given an overview of a program that is child centered as well as a society centered program. Chapter 5 deals with the tools and the freedom to teacher that many teachers are asking about. Anyone who works with young children will find that the ideas in this book are supportive of TEEM's philosophy about children.

*Lee, Dorris and R. V. Allen. Learning to Read Through Experiences. Meredith Publishing Co., New York, N. Y., 1963.
This entire book is an excellent resource for all TEEM teachers and program assistants. Chapter 4 deals primarily with the learning environment. Teacher attitude is dealt with in a very direct fashion and especially helpful in guidelines for teachers setting limits and establishing freedom.

Marshall, H. Marmine. "Criteria for an Open Classroom", Young Children, Vol. 28, No. 1, Oct., 1972.
Our program has been closely associated with the philosophy of the "open classroom". The criteria for the open classroom given in this article is basic to all classrooms which promote the growth of each individual towards realizing his potential. This article is a "must" for all teachers who are trying to develop a humanistic approach to their teaching and interactions.

McVickar, Polly. Imagination, Key to Human Potential. National Association for the Education Of Young Children, Washington, D.C., 1972.
This is a report of a conference that took place in Pasadena, California, at Pacific Oaks College. The purpose of this meeting was to experience and out of that to find new ways to encourage and support the thrust of imagination in young children.
NOTE: The chapter "Design for Experiencing" deals with learning centers and thoughts about what might be included in them.

*Purkey, William. Self Concept and School Achievement. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.
This paperback gives some very direct instances of the effect of teacher attitude and the subsequent environment that reflects this attitude upon the learner.

Robison, Helen F., and Bernard Spodek. New Directions in the Kindergarten. Teachers' College Press, Teachers College, Columbia University, New York, 1965 (Early Childhood Education Series).
Chapter 6 "Role of the Kindergarten Teacher" contains some good thoughts about the importance of helping children to form habits of learning. This is explored through the use of materials within the learning environment. I found this to be very worthwhile reading.

Sharp, Evelyn. Thinking is Child's Play. E. P. Dutton and Co., New York, N. Y., 1969.
This paperback book provides a survey of current research about children's thinking. Miss Sharp interprets these findings into implications for creating games for a child's learning environment. These games can be made from household materials by teacher, child, and parents. She relates these games to skill areas. Many are based on Piaget's conservation tasks.
CAUTION: These games are mere vehicles to skill development. They represent "one way" children should be encouraged to suggest other ways with same materials or variations.

Silberman, Charles E. "Murder in the Schoolroom." The Atlantic, Vol. 226, No. 1, July, 1970.
Dr. Silbermann reviews the British "Open Schools" and then discusses the likenesses and differences existing among this approach and three programs in the United States. One of these three is our model, TEEM. This is an excellent article for every new teacher in TEEM to read.

Spoedack, Bernard. Open Education. National Association for the Education of Young Children, Washington, D. C., 1970.
This is a collection of papers presented at a conference on Open Education. The paper presents the concept of open education from various perspectives and point to implications of this philosophy as a basis for meaningful learning which is "person-oriented."

Sutton-Smith, Brian. "The Role of Play in Cognitive Development", Young Children, Vol. 22, No. 6, Sept., 1967.
A review that emphasizes the point that play may be an important way of developing intellectual skills. Some research is presented on the understandings of certain connectiveness of playfulness and creativity. The relatedness of play, games and cognitive development is explored through several studies. Repeated use thus familiarity with materials by children increases their reportoire with them.

*Voight, Ralph Claude. Invitation to Learning. Acropolis Books, Washington, D. C., 1971.
The ideas derived from this book will be helpful in reshaping one's thinking in the direction of meeting the individual needs of students with different learning styles, levels, and interests.

Will you please review the following sources before you attend the summer training session.

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Dehls, Bette and Wagner, Nori. The Math Lab in the Open Classroom, 1972.

Dehls, Bette and Wright, Adolph. Development of Options for Children in The TEEM Classroom, 1972.

Frasier, Ruth, Smith, Alice, and Oursler, Evelyn. Written Invitations to Learning, 1972.

* The Nuffield Mathematics Series. I Do and I Understand.

Dr. R. V. Allen. Language Experience Resource Books, Encyclopaedia Britannica.

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Mogilnicki, Robert L. "The Human Encounter," *Journal of Education*, 154:2, Dec., 1971, pp. 58-60.

*Purkey, William W. *Self-Concept and School Achievement*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.

Rogers, Carl R. *Freedom to Learn*, Charles E. Merrill Publishing Co., Columbus, Ohio, 1969.

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*Hassett, Joseph D. and Weisberg, Arline. Open Education: Alternatives Within Our Tradition, Prentice-Hall, Inc., New Jersey, 1972.

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*Phillips, Amanda and Smith, Alice. "In the Planning Session," TEEM Exchange, Vol. II, No. 1, Fall, 1971, pp. 16-18.

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*Rubow, Carol. "Record Keeping - A Brief Outline," ACECE, 1971 (mimeo).

*Voight, Ralph C. Invitations to Learning, Acropolis Books, Ltd., Washington, D. C., 1971.

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APPENDIX B

DEVELOPMENT AND USE OF INSTRUCTIONAL OBJECTIVES IN TEEM

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DEVELOPMENT AND USE OF INSTRUCTIONAL OBJECTIVES IN TEEM

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OVERVIEW

Instructional objectives are important and necessary to the effective understanding, implementation and evaluation of the Tucson Early Education Model (TEEM). In previously written and disseminated documents, the philosophy and classroom process of TEEM has been delineated. It was generally assumed that instructional objectives in the four major goal areas of TEEM could be generated by classroom personnel from these documents. However, our experiences in implementing TEEM have brought about the realization that further definition of TEEM goals is necessary. In addition to this internal source of pressure, we realize that external forces affecting communities across the country make necessary a more precise definition of TEEM goals.

In this document we attempt to provide samples of objectives in each of the important TEEM goal areas which will provide more direction for TEEM classroom personnel as well as satisfy the general need for "objectives to justify a program." It is important to note that in contrast to the conventional behavioral objectives (e.g. see Mager, 1962) TEEM objectives are more general and reflect our concern for long term growth and individual patterns of development. Moreover, while we encourage teachers to define objectives at a more precise level for individual children at specific times, our commitment to provide for individual rates and styles of learning and opportunities for children to choose among activities is unchanged. We remain in sharp disagreement with the current trend of precisely defining what all children should accomplish at a very specific level and by a particular time. These types of objectives have been, and remain inconsistent with TEEM.

Based on the above concerns, we have prepared a general outline of development in each of the four goal areas of TEEM accompanied by teaching examples for each of these areas of development. Additional objectives at a more precise level should be generated by TEEM classroom personnel. This compendium of objectives is, then, a source of ideas; NOT a cookbook to be slavishly applied in classrooms.

The objectives are organized along the lines of the four major goal areas of TEEM. The general developmental pattern of intellectual skills, motivation for learning, language base, and societal arts and skills is specified by these objectives. It is important to note that progress in

Mager, R. F. Preparing Instructional Objectives, Fearon Publishers, Belmont, California. 1962.

these goal areas can best be encouraged through application of TEEM process variables. Specifically, this means that all learning activities should account for: 1. Individual style and rate of learning; 2. Provision for options (choices) in every activity as well as throughout the classroom environment; 3. An environment which invites children to participate in activities and at the same time puts demands on children in terms of use of knowledge and skills; 4. Orchestration of learning.

INTELLECTUAL SKILLS

INTRODUCTION

Intellectual skills have been defined in TEEM as a Goal Area of the program, thus being identified as an area of development which can be nurtured and sustained by TEEM classroom experiences. This Goal Area of the TEEM Program is defined as qualitatively different than the three other Goal Areas of the TEEM Program (Motivation, Societal Arts and Skills, and Language). Intellectual Skills develop into a base of operation for each child, thus allowing him to interact more effectively with his environment. It is this area of the program that defines the curriculum as a PROCESS CURRICULUM. Within the program, development of factual knowledge is viewed as secondary to the development of thinking skills which allow a much more effective range of behavior with which to gain, use, and retrieve important information. Emphasis on this program Goal Area further maintains an emphasis on the process of learning rather than on a product of learning. Factual knowledge, therefore, is used as a medium for development of thinking skills RATHER THAN the end product of the educational program. The classroom environment should adequately stimulate and reinforce development and use of these various intellectual skills. Therefore, it is vitally important for the teacher to be able to identify these skills both in terms of observing children as well as keeping records of children's growth and development. It is also important that the teacher operationally understand the relationship of the Intellectual Skills to the other Goal Areas of the program. With this knowledge and understanding the teacher can effectively plan, implement, and evaluate classroom environment as related to the growth and development of each child.

The teaching examples included in this section are meant to be illustrative of the kind of activity in which the teacher might observe the growth of children in the area of intellectual skills. The reader will note that all activities should be "orchestrated." Knowledge of children's language development, motivation for learning, and facility and knowledge within the Goal Area of Societal Arts and Skills is necessary to assess the appropriateness of the activity as related to the growth and development of each child. Intellectual skills development of children, therefore, will always be observed within the context of an activity which incorporates development of children as defined by the TEEM Goal Areas.

The following outline of the Intellectual Skill Area should be used by the teacher to develop an observation and record keeping system which will allow her to: 1. deliberately model use of the range of intellectual skills; 2. plan and implement activities which build and extend the growth of intellectual skills for each child; 3. develop methods of record keeping that will allow the teacher to consistently assess growth in this area of development; and 4. evaluate to what degree this area of TEEM is incorporated into the development of classroom activity and environment.

A. Goal Category: DISCRIMINATION

Each child will increase in his ability to identify similarities and differences in the salient and socially significant attributes of objects and events.

1. Visual Discrimination

a. Color

Teaching examples: Manipulation

1. Given a puzzle, the child will match colors as one means of getting the puzzle together.
2. Given an intellectual kit, the child will use color as one means of grouping the objects.

Teaching examples: Recognition

1. Given a puzzle, the child will be able to appropriately respond to verbal direction to match colors as one means of getting the puzzle together.
2. Given an intellectual kit, the child will appropriately respond to verbal direction to group objects by color.

Teaching examples: Labeling

1. Given a puzzle, the child will state the names of colors which he is trying to match as a means of putting the puzzle together.
2. Given an intellectual kit, the child will use color as one means of grouping the objects and will identify by name the colors used.

b. Form

Teaching examples: Manipulation

1. Given a block play setting, the child can group blocks together which are the same shape (e.g. squares, rectangles, triangles).
2. Given a workbench setting, the child can work with a variety of shapes in constructing an object.

Teaching examples: Recognition

1. Given a block play setting, the child can follow verbal direction to use a certain shape block in building a structure.
2. Given a workbench setting, the child can follow verbal or written direction in building an object using specific form requirements.

Teaching examples: Labeling

1. Given a block play setting, the child can state the name of the form used to group the blocks together.
2. Given a workbench setting, the child can verbally dictate directions for the building of an object using form as one dimension of the directions.

c. Size

Teaching examples: Manipulation

1. Given an intellectual kit, the child uses size as one means of ordering objects.
2. Given a role play situation, the child can select appropriate sized children and objects to enact the story of GOLDILOCKS AND THE THREE BEARS.

Teaching examples: Recognition

1. Given an intellectual kit, the child can appropriately respond to verbal directions to order objects by size.
2. Given a role play situation, the child can identify size dimensions (small, medium-sized, large) upon verbal request.

Teaching examples: Labeling

1. Given an intellectual kit, the child will verbally designate the relative size of objects which he has ordered (e.g. small, medium-sized, large).
2. Given a role play situation, the child can verbally describe appropriate sized children and objects to enact the story of GOLDILOCKS AND THE THREE BEARS.

d. Orientation

Teaching examples: Labeling

1. Given a clean-up situation, the child can respond appropriately to instructions such as:

   Put the scissors in the basket.

Take the dust rag out of the can.
Put the puzzle up on the shelf.
Pull the blind down.
Put the dust cover over the typewriter.
Put the papers under the paperweight.
Put the cage in front of the table.
Put the teacher's chair in back of her desk.
Put the basket of pencils beside the paper box.
Put the games inside the cupboard.
Put the rabbit outside the schoolroom.
Put the scale to the left of the record player.
Put the bowls to the right of the pans.

2. Given a game setting involving the child in giving directions, over a period of time, the child will use each of the above listed orientation labels appropriately.

2. Auditory Discrimination

a. Conditions of Sound

Teaching examples: Recognition

1. Given a musical instrument, the child can play a high note and a low note.
2. Given a role play setting, upon direction, the child can make a loud knock on the door and a soft knock on the door.
3. Given a whole group planning time, the child can organize a quiet activity and a noisy activity.

Teaching examples: Labeling

1. Given a musical instrument, the child can verbally identify a high note and a low note.
2. Given a role play setting, the child can verbally identify a loud knock on the door and a soft knock on the door.
3. Given a whole group planning time, the child can verbally identify activities as quiet activities or noisy activities.

b. Sources of Sound

Teaching examples: Recognition

1. Given a recording of sounds made by animals and sounds made with the human voice, the child can appropriately distinguish between these two sources of sound.
2. Given a tape recording of sounds made by machines, sounds made by animals and sounds made by people, and given a set of pictures, the child can appropriately match the sound to the appropriate picture.
3. Given a walking trip and a tape recorder, the child can record sounds made by birds and animals, sounds made by people, and sounds made by machines.

Teaching examples: Labeling

1. Given a recording of sounds made by animals and sounds made with the human voice, the child can state the source of the sounds.

2. Given a tape recording of sounds made by machines, sounds made by animals and sounds made by people, and given a set of pictures, the child can appropriately match the sound to the appropriate picture and state the source of the sound.
3. Given a walking trip and a tape recorder, the child can record sounds made by birds and animals, sounds made by people, and sounds made by machines, and verbally label the source of each sound.

c. Rhythm

Teaching examples: Recognition

1. Given a musical recording, the child can clap in time to the music.
2. Given a musical recording, the child can move to the music in an appropriate way (e.g. walk, hop, run, skip).
3. Given a rhythm band instrument, the child can keep time to the music using one of the rhythm band instruments.

Teaching examples: Labeling

1. Given a musical recording, the child can count the rhythm of the music, (e.g. 1-2-3-4 1-2-3-4 or 1-2-3 1-2-3).
2. Given a musical recording, the child can move to the music in an appropriate way and dictate a description of his movement using labels such as: walk, hop, run, skip.
3. Given a rhythm band instrument, the child can count out the rhythm of the music as he uses one of the rhythm band instruments.

d. Rhyming Words

Teaching examples: Recognition

1. Given a nursery rhyme, the child can recognize whether two words rhyme.
2. Given a set of five words, one of which does not rhyme, the child can recognize the word which does not rhyme.

Teaching examples: Labeling

1. Given a nursery rhyme, the child can state the words that rhyme.
2. Given a set of words, one of which does not rhyme, the child can state the word which does not rhyme and identify two of the words which do rhyme.

3. Tactile Kinesthetic

a. Texture

Teaching example : Manipulation

1. Given an intellectual kit, the child can group those things together which have the same texture (e.g. smooth, rough, hard, soft, prickly).

Teaching example: Recognition

1. Given an intellectual kit and given a texture label, the child can group objects together which have that texture.

Teaching example: Labeling

1. Given an intellectual kit, the child can group objects by texture and describe the texture of each group.

b. Weight

Teaching example: Manipulation

1. Given a touch box activity, the child will be able to use weight as one means of identifing the object(s).

Teaching example: Recognition

1. Given a touch box activity, the child can retrieve from the box the heavier or lighter object.

Teaching example: Labeling

1. Given a touch box activity, the child can verbally describe the object(s), using weight as one means of description.

c. Temperature

Teaching example: Manipulation

1. Given a tasting experience, the child can group those items together which taste cool or cold and those items together which taste warm or hot.

Teaching example: Recognition

1. Given a tasting experience, the child can select a cold or hot item, following a direction from an adult or another child.

Teaching example: Labeling

1. Given a tasting experience, the child can state whether the food tasted was cold or hot.

4. Taste

Teaching example: Recognition

1. Given a tasting experience, the child will be able to discriminate taste differences including the following:

sweet salty bitter bland
sour spicy (hot)

Teaching example: Labeling

1. Given a tasting experience, the child will be able to verbally label all of the above listed tastes appropriately.

5. Olfactory

Teaching example: Manipulation

1. Given an array of spices having more than one sample of each spice, the child will group together those spices having the same smell (e.g. cinnamon, cloves, mustard, pepper, ginger).

Teaching example: Recognition

1. Given a spice label, the child will be able to select the appropriate spice from among an array of spices.

Teaching example: Labeling

1. Given a game setting in which the youngster is blindfolded, the youngster can label the spice when it is presented to him.

B. Goal Category: RECALL

Each child will increase in his ability to remember, retrieve and sequence information.

Teaching examples: Remembering - Short Term

1. Given a dramatic play situation in which a child is given a telephone number to call, he can dial the number he was given.
2. Given a recall game setting such as "Yesterday I Went to the Grocery Store"*, the child will recall an increasing number of items bought at the grocery store.
3. Given a set of oral directions, which over a period of time increase in number of elements contained in the direction, the child will appropriately carry out the direction.

   e.g. John, please bring the fish food to the table.
   Johnny, please bring the fish food to the table and feed the fish.
   Johnny, please bring the fish food to the table, feed the fish, and return the fish food to the cupboard.
   Johnny, please bring the fish food to the table, feed the fish, return the fish food to the cupboard and then join your committee group.
   etc.
4. Given a story dictated by a child, the child will be able to draw an appropriate illustration for the story.

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* YESTERDAY I WENT TO THE GROCERY STORE

Children are seated on the rug in a circle. The first child says, "Yesterday I went to the grocery store and I bought a loaf of bread." The next child must restate what the first child bought at the grocery store and add another item bought at the grocery store. The second child might say, "Yesterday I went to the grocery store and I bought a loaf of bread and a quart of milk." The third child might say, "Yesterday I went to the grocery store and I bought a loaf of bread, a quart of milk and an egg." Since each child must add one more item bought at the grocery store in addition to remembering what had been bought, the teacher will want to gauge the size of the group so that all children participating can be successful for one turn in the group. When a child cannot properly remember all items, he will either engage in another activity or participate in the game as a recorder or observer.

5. Given a listening post activity in which one child listens to a statement, direction, word, or story, that child can accurately tell another child what he heard.
6. Given his home address, the child can accurately dictate this address to another child or adult.
7. Given the description of an object, the child can accurately give another child or adult an accurate description of the object.

Teaching examples: Remembering - Long Term

1. Given a field trip experience outside the classroom setting, the child will be able to accurately remember events of the trip.
2. Given a cooking experience, the child will be able to recall, in proper order, the steps involved in cooking the food.
3. Given a field trip, the committee will be able to plan the development of a "talking mural" recalling accurately the sequence of field trip events.
4. Given an art activity, the child will be able to draw, in order, the events which took place between his getting out of bed and arriving at school.
5. Given a paragraph or story to read, the child can accurately report the sequence of events.
6. Given a newspaper writer assignment, the child can accurately report the sequence of events leading up to the class party.
7. Given the assignment of writing directions for operating the record player, the child can accurately sequence the directions.
8. Given a whole group planning session, the child will be able to recall the order of events that will take place.

C. Goal Category: GROUPING

The child will increase in his ability to group salient characteristics of his environment by appropriately classifying and categorizing these characteristics.

1. Living Things

   a. People

   Children can identify how people are alike.
   Children can identify how people are physically different.
   Children can identify people by their roles.

   Teaching examples: People

   1. Given an activity in which children trace the body of another child or have their own body traced, the child can identify how people are alike (e.g. all people have a head, arms, legs, eyes, etc.).
   2. Given a group of pictures of people who look different because of such characteristics as age, height, weight, color, etc., the child can identify these differences and group the pictures using a physical dimension as a means of grouping.

3. Given a walking trip around the neighborhood, the child can desribe the different roles people have and dictate or write a story about a person or persons who have a particular role (e.g. mommies, doctors, builders, store managers, etc.).

b. Animal Kingdom

Children can classify animals in a variety of ways, (e.g. wild, domestic, pet; animal families; dogs, cats, snakes, horses, etc.; mammals, reptiles, insects, etc.).

Teaching examples:

1. Given a trip to the zoo, the child can participate in the development of a talking mural to depict various wild animals (e.g. lion, tiger, giraffe, etc.).
2. Given a set of pictures representing different members of the animal kingdom, the child can group the pictures into appropriate categories (e.g. insects, birds, fish, mammals, etc.) and develop a lotto game using the appropriate labels, categories and pictures.
3. Given a set of minature toy animals, the child can put all of the wild animals in one group and all of the domestic animals in another group.
4. Given a set of slides which picture different members of the animal kingdom, the child can group the animal pictures appropriately and develop a script to accompany the slide presentation.

c. Plants

Children can classify plants in a variety of ways (e.g. flower family, tree family, vegetable, fruit, etc.).

Teaching examples:

1. Given a variety of seeds to plant, the child can organize the seeds by appropriate group (e.g. vegetable, flower, tree, etc.).
2. Given a trip to the greenhouse, the child can develop a reference book on a category of plants (e.g. roses, cacti, fruit, trees, etc.).
3. Given a series of pictures, the child can identify the pictures by appropriate label, group the pictures by plant classification and develop a lotto game using the pictures, labels, and classifications.
4. Given a variety of seeds, the child can classify the seeds using such growth dimensions as type of soil needed to grow, amount of water needed to grow, amount of sunlight needed to grow, etc.

d. Non-living Things

Children will be able to group or classify non-living things in many different ways.

1. Teaching example: Buildings

   Given a walking trip, the child can participate in developing a talking mural to describe different kinds of buildings, (e.g. houses, apartment buildings, department stores, grocery stores, office buildings, etc.).

2. Teaching example: Food

   Given a variety of fruit to taste, the can develop a "fruit book" which illustrates and describes the variety of fruit tasted.

3. Teaching example: Books

   Given a set of books written by children, the child can appropriately classify the books and set them up for a classroom library (e.g. fiction, non-fiction, biographies, science, etc.; animals, people, transportation, etc.).

4. Teaching example: Clothing

   Given a clothing store role play setting, the child can appropriately group the clothing to be sold, (e.g. dresses, suits, hoisery, purses, hardware, etc.).

5. Teaching example: Transportation

   Given an intellectual kit which contains minature models of a variety of vehicles, the child can group the vehicles using a variety of dimensions (e.g. automobiles, trucks, fuel, engines, air, etc.).

6. Teaching example: Weather

   Given a photography activity dealing with pictures of clouds, the child can classify different types of clouds.

7. Teaching example: Tools

   Given a tool rack, the child can appropriately group and place a variety of workbench tools (e.g. hammers, saws, screwdrivers, etc.).

8. Teaching example: Furniture

   Given a catalogue, the child can cut out pictures of furniture to complete a furniture book in which each section of the book contains arrangement of a room of furniture (e.g. kitchen, dining room, living room, bedroom).

The groupings illustrated in this listing are not interpreted as being exhaustive of the groupings which may be dealt with. The teacher is encouraged to extend beyond the groupings listed above.

D. Goal Category: PLANNING

Children will increase in their ability to organize and project events as they plan by themselves and as they plan with a group.

1. Short Range Planning

Teaching examples: Planning by one's self

a. Given a puppet making activity, the child can organize the materials and appropriately sequence the steps to complete the puppet (e.g. grease a light bulb, apply strips of glue-soaked paper strips, allow to dry, etc.).

b. Given a structure to build with blocks, the child can write or dictate plans to build the structure, gather the appropriate materials, and appropriately execute the plans to complete the structure.

c. Given a pantomime game, the child can plan and carry out an appropriate pantomime.

d. Given the task of recording the weight of several objects, the child can develop or select a record keeping device and appropriately record his findings.

e. Given the task of cleaning up after snack time, the child can appropriately clear and clean the table.

Teaching examples: Planning with a group

a. Given a cooking experience, the child can work with a group to organize the appropriate materials (e.g. utensils, ingredients, heating unit) and follow the recipe to cook or bake the food.

b. Given a role play setting in the housekeeping center, the child can work with a group to organize and carry out setting the table, serving the food, clearing the table and washing the dishes.

c. Given an outdoor game such as "Red Rover," "Captain May I," or baseball, the child can work with a group to organize teams and execute the game.

d. Given a publishing center, the child can work with a group of editors to complete publication of his book.

2. Long Range Planning

Teaching examples: Planning by one's self

a. Given a clay activity, the child can write or dictate a plan for completing, over time, the clay object. Plans would include steps in the activity ranging from getting the clay ready to mold to final firing of the clay object.

b. Given the task of building a birdhouse, the child will locate reference information on the feeding and living habits of a selected bird, plan construction of a birdhouse based on the reference information, construct the birdhouse consistent with developed plans and appropriately locate the birdhouse.

c. Given a feature newspaper article to write, the child can interview the appropriate people and write the article based on the interview information.

d. Having read a number of books, the child can select and develop a record keeping device to chart the number and classification of books read throughout the school year.

Teaching examples: Planning with a group

a. Given the task of developing a class directory, the child can work with a group to gather the information, organize the information, publish the directory and disseminate the directory.

b. Given the task of planning a field trip, the child can participate in whole group planning time to organize such things as mode of travel, grouping of children, route of trip, record keeping during trip, eating arrangements, etc.

c. Given the task of presenting a play, the child can participate with a group to select the play, assign parts, arrange for rehearsal sessions, organize ticket sales, arrange for stage and seating accomodations, etc.

d. Given the task of planning a luncheon for parents, the child can participate with a group to arrange for the selection of a menu, purchase of groceries, cooking and serving of food, and the setting up and organization of a room in which the food will be served.

In each set of teaching examples, the following sequence of adult-child interaction will occur over time: 1. the adult will model planning of a variety of activities, 2. the child will plan with the assistance of an adult, and 3. the child will plan without the assistance of an adult.

E. Goal Category: GENERALIZING

The child will increase in his ability to infer relationships beyond the experience of information he has immediately available to him.

Teaching examples: Concepts

a. Given a hinge kit, after manipulation and discussion of the kit objects, the child can identify hinges located throughout the classroom.

b. Given the game "Twenty Questions," the child can identify objects by asking questions about characteristic features of the objects.

c. Given the ability to locate the "equator" on a globe, the child can locate a specific island on the "equator" using a flat map.

d. Given a touch box activity, the child can infer from tactile knowledge the identity of the object(s) in the box.

e. Given a tasting experience using items all of which taste salty, the child can identify other items of food which taste salty.

Teaching examples: Events

a. Given verbal directions for involvement in committee time, the child can rotate through committees and become appropriately involved in each activity.

b. Given a walking trip in which the child is introduced to the meaning of traffic signals (e.g. stop sign, green light) the child can ride a wheel toy during outdoor play time, appropriately following replica traffic signals.

c. Given a rainy day, the child can select appropriate clothing for walking outdoors. (In Arizona you role play!)

Teaching examples: People

a. Given a set of pictures of people, the child can identify whether the people are happy or sad.

b. Given the picture of a smiling or crying or frowning person, the child can dictate or write a story about what he inferred happened to that person.

c. Given a set of costumes, the child can appropriately pantomime the character the costume suggests, (e.g. clown, fireman, doctor, builder, etc.).

Teaching examples: Verbal Language

a. Given a listening post activity in which the child listens to different people speaking, the child can match language heard to appropriate action pictures of people (e.g. voices on the record may give a command, ask a question, infer sadness, infer happiness, infer anger).

b. Given a role play setting in which each child is given a particular affect of a character to portray (e.g. demanding, questioning, angry) the child can use appropriate intonation of voice to portray the character.

c. Given a choral speaking activity, the child can participate with the group to appropriately express the meaning of the piece.

Teaching examples: Symbols

a. Given a picture of an event, the child can record a story inferred from the picture.

b. Given a letter of the alphabet, the child can generate a listing of words all starting with the same letter.

c. Given a written word, the child can write a list of other words that mean the same thing (synonyms).

d. Given a written word, the child can write a list of words that begin or end with the same sound.

e. Given a set of written statements, the child can arrange the statements to form analogies.

f. Given a list of words in the same verb tense (e.g. past, present, future) the child can identify the appropriate tense and put the words in a sentence.

g. Given a set of punctuation marks (e.g. period, comma, question mark, quotation marks) and a written paragraph which contains no punctuation, the child can appropriately punctuate the paragraph.

h. Given a rhyming pattern, the child can develop rhymes using a similar pattern.

i. Given a written story starter, the child can write a logical ending to the story.

j. Given a reference resource to read, the child can infer the meaning of the reference to his present activity (e.g. feeding habits of a rabbit to selection of food for the rabbit).

k. Given a story to read, the child can develop a written sequel to the story.

F. Goal Category: PREDICTING

The child will increase in his ability to use and organize knowledge gained thru observation and/or experience to predict future results and events. These predictions can be validated by observation or experimentation.

1. What Events Will Occur

Teaching examples: Inductive

a. Given a variety of cooking experiences, the child will discover, over time, that a variety of substances melt when heated.

b. Given a variety of art activities using different colors of paint, the child will discover that when two different colors are mixed together they make another color.

Teaching examples: Deductive

a. Given a variety of substances to heat (e.g. sugar, butter, chocolate) the child will predict which substance will melt first and then establish a numerical ranking of these substances based on the amount of time it actually takes each substance to melt.

b. Given two colors of paint (e.g. yellow and blue) the child will accurately predict what color will result when these two color paints are mixed.

2. Where Events Will Occur

Teaching examples: Inductive

a. After observing fish in a variety of settings (e.g. fish tank, pond, river) the youngster is able to conclude that fish need to live in water.

b. Given a variety of reference resources and a variety of discussions, the child is able to conclude that people living in different climates, live in houses constructed in different ways.

Teaching examples: Deductive

a. Given a variety of members of the animal kingdom and given a variety of locations (e.g. tree, field, river, air) the child can accurately predict which members of the animal kingdom will build homes in each of the given locations.

b. Given a set of slides, depicting a variety of climates (e.g. heat of desert, snow of Arctic, rain of tropics) the child will accurately predict and describe the kind of homes people living in that climate build.

3. How Events Will Occur

Teaching examples: Inductive

a. Given several plants of the same kind placed in a variety of different light intensities ranging from no light to intense direct sunlight, the child will discover that over time, the amount of light affects how plants grow.

b. Given a variety of cooking experiences, the child will discover that amount of heat or temperature affects how fast and to what degree things will be cooked or baked.

Teaching examples: Deductive

a. Given several plants of the same kind, planted in a variety of different light intensities ranging from no light to intense direct sunlight, the child will accurately predict which light intensity will best support growth of the plants over a two week period of time and will graph the growth rate of each plant to confirm or deny his prediction.

b. Given a variety of recipes and a variety of temperatures, the child will be able to accurately predict which temperature is most suitable for each recipe and will confirm or deny his predictions as he participates in the cooking or baking of food using the given recipes.

4. When Events Will Occur

Teaching examples: Inductive

a. Given a variety of walking trips throughout the year to observe plant and/or animal life, the child discovers that fewer plants and animals are observed during the winter months than during the summer months.

b. Given a day in which the sky is filled with dark cumulus clouds, the child discovers that rain falls from these clouds.

Teaching examples: Deductive

a. Given a walking trip during the winter months, the child can predict whether he will observe more or fewer plants growing than he would if it were springtime.

b. Given a day in which the sky is filled with dark cumulus clouds, the child will accurately predict the weather for the day.

G. Goal Category: CREATING*

The child will increase in his ability to abstract, synthesize, and recognize ideas and experience from which will emerge novel ideas and products.

1. Expressive Creativity

Includes independent expression and spontaneous creations of children.

Teaching examples:

a. Given a discussion time, the child will orally contribute his idea(s) to the discussion.

b. Given a free choice time, the child will produce an original painting.

c. Given a singing time, the child will produce an original song.

2. Productive Creativity

Development of increasing proficiency in the use of a variety of tools and materials.

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* Categories for Creating have been taken from a paper written by Dr. Marie Hughes titled, "Dimensions of Creativity."

Teaching examples:

a. Given a cooking experience, the child will appropriately use an egg beater, flour sifter and funnel.

b. Given a doll house, the child will appropriately rearrange furniture in each room.

c. Given a workbench, the child will appropriately use a hammer and a saw.

3. Inventive Creativity (boundary pushing)

Encompasses ingenuity in the use of materials and tools, ingenuity in symbolic interpretation of subject matter, and the perception of new and unusual relationships.

Teaching examples:

a. Given a building activity, the child will use tools and/or materials in unique ways to construct a building.

b. Given a room to furnish, the child will use a variety of materials to construct the furniture (e.g. boxes, logs, plastic cubes, etc.).

c. Given a writing assignment, the child will use symbolic language as part of the writing.

d. Given an art activity, the child can use tools and materials in unique ways to produce an original product.

e. Given a variety of materials with which to make sounds, the child can work with a committee to develop an original sound symphony.

f. Given a reading or writing task, the child can solve and/or invent a variety of puzzles.

g. Given a problem to solve, such as how to open a locked door without a key, the child will produce a number of options.

4. Innovative Creativity

Understanding the basic assumptions of a field of study so well that significant improvements within the field can be produced (e.g. Jung and Adler left Freud to establish their own school.).

5. Emergentive Creativity (boundary breaking)

Requires the overthrow of an old assumption for new assumptions. (e.g. the work of Picasso, Wright, Einstein).

H. Goal Category: EVALUATING

The child will increase in his ability to participate in the cycle of evaluation which involves 1. analyzing and relating previous experiences to the selection of appropriate goals and criteria for future activity; 2. selecting and analyzing procedures for involvement in the activity; and 3. applying the selected criteria to evaluate the product or experience.

1. Setting up goals and criteria

Teaching example: Working with a group

Given a committee which has been involved in an envelope kit activity, the child will be able to participate with the group in selecting a goal and criteria for tomorrow's activity which extends the envelope kit activity.

(e.g. To develop a criteria for appropriately selecting envelopes to to send any one of a variety of materials such as books, letters, jewelery, photographs, or

To successfully locate on a map all of the cities indicated by the envelope postmarks, or

To analyze addresses on the envelopes to establish criteria for correctly addressing envelopes).

Teaching example: Working by one's self

Given a book making committee in which the children are individually developing books based on a field trip experience, the child can select for himself a goal and appropriate criteria for completion of the book.

(e.g. To develop a reference book about birds which will include a description of five birds identified on the walking trip plus a description of each bird's feeding and nesting habits.)

2. Selecting procedures for involvement

Teaching example: Working with a group

Given the goal and criteria of successfully locating on a map all of the cities indicated by the envelope postmarks, the child can participate with the group to establish how he will be involved in the activity, selecting from a number of options for involvement. (Options might include: 1. The child may select to use his own individual map to locate all of the cities. 2. The child may select to work with the total group on a large map in locating all of the cities. 3. The child may select to work with the total group on a large map, being responsible for locating 3 of the 12 cities.)

Teaching example: Working by one's self

Given the goal and criteria for developing a reference book about birds, the child will select an appropriate procedure for completing the task.

(e.g. The child may select to locate and study reference materials, after which he will develop illustrations of the bird, followed by a written description of each bird, or

The child may select to locate and study reference material, after which he will dictate on record a description of each bird, followed by illustrating each bird, followed by organization of illustrations and typed script taken from the recording, etc.)

3. Application of selected criteria to evaluation of product or experience

Teaching example: Working with a group

Given a committee who has set up a goal and criteria involving the location of envelope postmark cities on a map, the group as a whole can assess whether or not they have met the goal criteria and can record the success of their activity by: 1. displaying their map or maps in the classroom, and 2. writing about their individual participation in the activity in their diaries.

Teaching example: Working by one's self

Given the goal and criteria for completing a reference book on birds, the child can assess the completed reference book by referring back to his selected criteria and will then share his book with the rest of the committee indicating his criteria and procedure for developing the book.

A more formal record of the child's work may be developed using a large notebook which includes the following:

NAME	Eleanor Mills
DATE	June 22, 1972
GOAL	To develop a reference book about birds.
CRITERIA	The book will include a description of five birds identified on the walking trip. Description of each bird will include: physical features, feeding habits and nesting habits.
PROCEDURE	1. Locate and read reference material on birds. 2. Illustrate five birds. 3. Write a description of each bird. 4. Organize the illustrations and writing. 5. Have book edited. 6. Develop and attach a cover for the book.
EVALUATION	The book met all of the listed criteria.

The following sequence of adult-child interaction will occur over time:

1. The adult will model the evaluation cycle in a variety of activities;
2. The child will participate in the evaluation cycle with the assistance of an adult;
3. The child will carry out the evaluation cycle without the assistance of an adult.

MOTIVATIONAL BASE

INTRODUCTION:

One of the fundamental tenets in the Tucson Early Education Model is that children can learn to be independent, self-motivated learners. Ultimately we believe that the responsibility and capability of learning rests with the student. However, this does not imply a laissez-faire or "let the child do his own thing" strategy in the classroom, but rather suggests a classroom environment and pupil-adult interactions that help children become self-motivated. The procedures and materials recommended for TEEM classrooms are designed to facilitate the development of intrinsic motivation.

Intrinsic motivation involves at least two major components. The first is attitudinal; attitudes toward adults, toward peers, and toward activities and the tools of learning. In TEEM we attempt to develop positive attitudes toward learning with the assumption that the development of these attitudes will contribute to intrinsic motivation. Put more simply, the child who likes to learn, will seek out and vigorously pursue opportunities to learn.

The second aspect of becoming an independent learner has to do with the ability to establish, persistently pursue, and evaluate the accomplishment of goals. We see the role of adults in TEEM classrooms as being crucial to the development of these skills. It is vitally important that adults become aware of TEEM objectives in motivational base, and that they systematically observe, record, and on these bases, make specific plans to stimulate the development of greater motivational competence on the part of children. Specifically, various degrees of adult intervention are needed so that children learn to set realistic goals, to maintain a persistent effort in accomplishing these goals, and to evaluate outcomes in light of the original goals. The required adult intervention may involve direct interaction with the child or the creation of setting, materials, conditions, etc. that foster motivational competence. The important thing is that both the interventions and child progress be continuously assessed through the planning, implementing, recording and evaluating cycle (P.I.E. cycle).

A final note on the nature of attitudes is needed. Clearly, one cannot directly observe a "positive attitude" since this is presumed to be a part of the child's personality or intellect. We can, however, observe what children do, and on this basis logically infer the state of the child's attitudes.

How a child approaches tasks and other people when given choices provides good evidence about his attitudinal framework. Again, it is important that TEEM adults record the approach behavior of children so that continuous planning for the development of attitudes can take place.

A. APPROACH BEHAVIORS

Each child will become more inclined to initiate contacts with elements of the environment related to learning, including adults, peers, and tools of learning.

Teaching examples: Approach to adults

1. Given physical and/or emotional discomfort, the child will seek assistance from an adult.
2. In any social setting, each child will initiate social interactions with adults.
3. When faced with a problem the child will actively use available adults as one source of information or assistance.
4. Given an activity to engage in or new material to work with the child will seek an adult to share in his investigation.

Teaching examples: Approach to peers as a source of teaching and modeling

1. When experiencing fairly mild and/or emotional discomfort the child will seek assistance from a peer.
2. Given any social setting, each child will initiate verbal interaction with peers including social and/or academic dialogue depending on the situation.
3. Given a committee setting, the committee members will use the chairman as a resource for information, direction, and materials; and will attend to the chairman as a model.

Teaching examples: Approach to activities and tools of learning

1. Given a setting* promoting communication skills (e.g. includes reading, writing, speaking, listening, etc.) each child will actively approach the materials or activities and participate in the options.
2. Given a setting promoting discovery skills (includes concepts, relationships and principles of science, math, and social studies), the child will use multiple means of actively exploring the available materials or activities.
3. Given a setting promoting psychomotor skills, the child will actively approach and participate in the activity.

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* Settings can include committee time, child initiated activities, and interest centers.

B. Goal Setting

The child will, over time, be more able to establish and accomplish goals. Adults in TEEM classrooms have the crucial role of helping the child set realistic goals and helping the child experience success through appropriate arrangement of materials, etc. As the child becomes more capable of setting and accomplishing goals the adults' influence diminishes. However, there is a recurring cycle related to the complexity of the goals and the degree of familiarity with materials or activities. Generally, when complexity is high and the child is relatively inexperienced with the activity or material, more adult guidance is required.

1. Teacher assistance

Teacher assistance in setting realistic goals in helping the child identify steps toward the goals and in helping the child set criteria for accomplishment of the goals.

Teaching examples:

a. Given discussion during conference time between teacher and child of the child's needs and priorities, the teacher will help the child develop some realistic goals.

b. Given a discussion of activities during whole group planning time, the children will set realistic goals and activities.

c. Given teacher suggested alternatives or options during committee time, the child will select an appropriate option.

d. Given any of the above settings, the child assisted by the teacher, will specify the steps to achieve the chosen goals.

e. Given any of the above settings, the child assisted by the teacher will specify the time necessary, material needed and an acceptable end product for his goal(s).

2. Independent Goal Setting

Setting realistic goals, specifying steps toward goals, and setting criteria.

Teaching examples:

a. During individual conferences with adults, the child will increasingly, over time, independently select realistic goals.

b. During whole group planning, each child will become more capable of suggesting realistic goals for group and individual activities.

c. In committee settings, the child will select appropriate options.

d. Given any of the above settings, the child will specify the time steps to achieve the chosen goal(s).

e. Given any of the above settings, the child will specify the time necessary, materials needed, and acceptable end products related to his goal(s).

C. ON-TASK BEHAVIOR

The child's positive attitudes, i.e. approach behaviors and goal setting skills should be reflected in vigorous, persistent, and self-directed involvement with accomplishing specific tasks. Such involvement requires first attention and direction, followed by independent and persistent effort. Some elements of on-task behavior include:

1. Attention and Direction

The child will attend to relevant aspects of the task and direct his efforts accordingly.

Teaching example:

Given a committee setting, a child will select an appropriate option as relevant to his pre-set goal, such as exploring "fiveness" and he will seek and record instances of "5" in the environment.

2. Independence and Responsibility

The child will increasingly be capable of pursuing the goal without adult help and will take personal responsibility for accomplishing the goal as evidenced by engaging in the actions identified as steps toward the goal.

Teaching example:

Given a sign-up for child selected setting, a child will sign up for the activity that interests him. He will then pursue this activity independently.

3. Persistence

The child will be able to remain involved in the task throughout the stages required for completion.

Teaching examples:

a. Given a child selected setting, the child selects a puzzle to work. He finds it impossible to work, so he seeks help rather than leaving it unfinished.

b. Given a committee setting, a child chooses the option of making puppets to illustrate the book he has read. He does not get them finished, but he makes a commitment to complete them during child initiated time.

D. SELF EVALUATION

Evaluation is the process of judging the extent to which a performance or product meets pre-established criteria. Criteria may be based on broadly accepted cultural standards, such as standards for writing in manuscript. Criterion may also be based on criteria set by the student himself, criteria jointly determined by the child and his teacher, or criteria agreed upon by his peers in committee activities. Evaluation requires the ability to judge performance according to a standard or model.

In the area of self-evaluation, objectives are frequently developmental. Developmentally, both judgment and measurement skills may vary along the dimensions of the amount of adult or peer assistance required, and complexity of the product or performance to be evaluated.

1. Judgment according to a model or standard

   a. With teacher assistance

      The child will be able to judge his performance by reference to a standard set jointly by himself and his teacher.

      Teaching example:

      Given a situation in which the student has expressed his desire to dictate a story, and the student and his teacher have decided which of many ideas should be written to best communicate the child's main idea, the child will judge whether or not the points agreed upon are those which have been presented. The child is free to seek the opinion of others to confirm his judgment.

   b. With peer assistance

      The child will check his products against classroom reference resources, and with his peers.

      Teaching example:

      Having written a story to be "published" as a class book, the child will check his punctuation and spelling with standard reference resources in the classroom, and will then submit his story to the editorial committee for further checking.

   c. Without assistance

      The child will use culturally accepted standards to check the accuracy of his work.

      Teaching example:

      Given a situation in which the child has tried to estimate the circumference of the world globe in the classroom, and has recorded his estimate, the child will measure the actual circumference (e.g. by using a piece of string to go around the globe, and then measuring the string). He will record the actual measure and compute and record his error of estimate.

2. Measurement of Performance

   a. With teacher assistance

      The child will be able to use a graph, developed with the assistance of the teacher, to record the number of new sight words he learns each week.

      Teaching example:

      Given a situation in which the child sets weekly goals regarding words occurring in experience stories which he/she wants to learn as sight words, the child can use a bar graph to record the number of words learned weekly. Once weekly recording has been established, he can keep bar graph records for weekly acquistion, and for retention (on a random sampling basis).

   b. With peer assistance

      With the help of peers for confirmation of the count, the child can keep records on the number of descriptive words which he uses to elaborate his written products.

Teaching example:

Each time the child uses a new descriptive word in his written products he marks a tally in the column for the current week on a tally sheet (the child keeps a file of word cards with his own definitions). Each Friday the student plots the number of new descriptive words and other than new descriptive words for that week on a line graph.

c. Without assistance

The child can keep a record of his activities during child selection time.

Teaching example:

Given a situation in which the child sets a goal to select from a wider range of options during child selection time, he is able to graph (with a bar graph, pie graph, or line graph) the time he spends in each child selection activity every week. (NOTE: he may also note reasons he avoids some options, e.g. the materials are not interesting, he does not have the required skills, etc. If the latter is the case, this may provide the opportunity for further self-goal setting and/or consideration of the appropriateness of the activities and materials provided.)

SOCIETAL ARTS AND SKILLS

The societal arts and skills category is another major goal area of TEEM. In societal arts and skills, we attempt to account for and promote the development of competence in the traditional academic subject matter areas as well as the acquisition of social skills. It should be stressed again that these objectives are not exhaustive lists of behaviors to be acquired by children, but rather are a resource of ideas that can be used by teachers. There are many societal arts and skills that are not included in our listing of objectives, but may be of such importance at particular times and for particular children that they should be incorporated in TEEM.

The first category in societal arts and skills is communication skills including objectives for reading, writing, speaking, mathematics, science, social studies, and aesthetic skills. It is important to note that in TEEM we attempt to develop these skills in an integrated or orchestrated manner. Operationally this means that none of the skills, e.g. reading, are taught in an isolated context apart from experiences or activities that enhance development in the other goal areas. In TEEM we simply do not teach specific reading skills for their own sake, but rather attempt to incorporate specific reading skills, e.g. sound symbol associations, in with learning to learn skills, motivational competence, and overall language development. Moreover, while the traditional academic subject matter distinctions, e.g. social studies, science, etc., are abolished, we do attempt to develop understandings of the fundamental concepts and principles traditionally associated with these areas. For example, in TEEM we do not have a period of the day or a specific block of time devoted to specific subject matter areas, but we do attempt to develop understandings of scientific principles like the effect of changes of temperature upon the mass of various substances. The teaching of such principles is accomplished within the context of activities or experiences that promote development in other goal areas. An example of such an activity might be a cooking experience.

An additional area of concern in TEEM relates to the development of various social skills. Much of the literature relating to the development of social skills in young children seems to be based on an assumption that social behaviors such as cooperation, self control, or responsibility are developed as pervasive personality traits which characterize the individual's behavior across a wide range of situations. Increasingly, it is being recognized that, contrary to this assumption, such social behaviors may be situation specific. The former expectation that very pervasive traits of social behavior would result from a given type of early educational experience may well account for the limited success which program supporters have had in demonstrating the results of their efforts. Beyond question, social skills are most likely to generalize if we plan and provide for transfer in quite specific ways. Therefore, as we use instructional objectives relating to skills for Social Competence, the setting and conditions for the objective should be specified. As the skill is developed in one setting or under a given set of conditions, these features may be varied to facilitate transfer. The progression of objectives may reflect instructional efforts to help children to generalize behavior developed in one setting or under a particular set of conditions, to new settings and conditions.

As in the case of self-direction skills, objectives may be differentiated along dimensions of 1. the amount of intervention or assistance from others, and 2. the complexity of the target behavior.

The major categories for social competency skills are 1. interaction with others, 2. self-management, and 3. attitude toward self. Objectives relating to these categories may be developed from the classes of behavior indicated below:

1. Interaction with others
    - altruism
    - anger: inhibition of aggressive impluses
    - dependence - independence
    - love
    - jealousy (control of)
    - compassion (empathy?)
    - conformity to group norms
    - honesty
    - helpfulness
    - cooperation
    - reinforcement of others
2. Self- management
    - self-reward
    - self-regulation
    - punctuality
    - orderliness
    - self-control
    - patience
    - responsibility
3. Attitude toward self
    - self-confidence (e.g. risk-taking?)

The behavior class of cooperation is used at the end of this section to illustrate objectives related to the social skills of interacting with others.

A. COMMUNICATION SKILLS: LANGUAGE ARTS

The Language Experience Approach to language arts is used in the TEEM Program. This approach organizes the child's own language and experience to develop the following skills:

listening skills
speaking skills
dictation and writing skills
word recognition skills
comprehension skills
oral and silent reading skills

The child's own language and experience is the content for his beginning development in the above areas. These are extended to the use of a variety of printed media while the language of the child continues to develop. Children's communication skills within the language arts are promoted through many experiences, activities, and devices and are developed within a variety of settings.

The major categories for communication skills within the language arts are listed below.

1. Speaking

Speaking can occur in small groups, children working in pairs or in large groups. Different purposes for speaking might include giving directions or descriptions, conversation, discussion, story telling, etc.

Teaching examples:

a. Given a set of pictures the child can discuss them in a small group.

b. Given a familiar story, the child participates in dramatizations for the large group.

c. The child can prepare and give an oral report to the large group.

2. Listening

Listening can occur in such settings as large group, small group, children working in pairs, or a child working alone with recording, etc. Different purposes for listening would include enjoyment, to follow directions, to respond in conversation or discussion, etc.

Teaching examples:

a. Given a small group discussion, the child is able to participate as a listener as shown by his responses to ideas being discussed.

b. Given a large group setting in which a story is being read, the child is able to participate as a listener as shown by his actions and responses at the close of the session.

c. Given a situation in which two children are working together, the child is able to participate as indicated by his ability to be involved in a cooperative way with the other child.

3. Writing

Writing can occur in a variety of settings. Different purposes might include writing short stories, writing books, writing plays, etc.

Teaching examples:

a. The child can dictate his own story, observing the teacher as she writes.

b. The child can write his own story, refining the process over time.

c. The child can punctuate his own writing.

d. The child can write and spell correctly basic vocabulary words in his stories.

e. Given a visual presentation of a lower case or an upper case letter, the child can reproduce it from memory.

f. Given a familiar word printed in manuscript, the child can reproduce it.

g. The child can print his own story in manuscript using visual models when needed.

h. The child can write his own story in cursive writing without using visual models.

4. Reading

Reading can occur in a variety of settings such as library center, committee setting, at the rug, etc. There can be many different purposes such as enjoyment, reading for specific information, etc.

a. Sight vocabulary

Teaching examples:

1. Given his own story, the child can read selected underlined words.

2. Given words put on cards from the child's own story, the child can read them.

3. The child will be able to read words selected from his own word ring.

b. Phonic analysis

Teaching examples:

1. Given an oral presentation of an initial consonant, the child will be able to name words that begin with the corresponding sound.

2. Given a written presentation of an initial consonant, the child will be able to select from a list of his words the word that begins with the corresponding letter.

3. Given a written presentation of an initial consonant and a series of pictures, the child will be able to match the picture with the correct initial consonant.

(The above objectives could be used for consonants in the final position and for blends or digraphs.)

4. Given a word pronounced by the teacher, the child will be able to select from three of his words the word beginning with a similar initial or ending with a similar final consonant.

5. Given a root word with the phonogram at, the child will be able to substitute the consonants c, b, m, r, s, in writing.

(Other phonograms can be used in the same way.)

6. Given an oral presentation of a familiar word, the child can provide orally a rhyming word.

7. Given an oral presentation of a familiar word to illustrate one of the short vowel sounds, the child can orally identify another word using the same vowel sound.

(Substitute words with long vowel sounds.)

8. Given words in pairs (hat-bat, bag-bog, bat-bag), the child can discriminate initial consonants, medial vowels, or final consonants.

c. Structural analysis

Teaching examples:

1. Given a list of familiar words to which beginnings or endings have been added, the child can identify the root word by underlining it.
2. The child can form compound words from familiar one-syllable words.
3. Given a list of the child's two-syllable words, the child can divide the words into their syllables by applying structural generalizations governing word division.
4. The child can find a needed word in the dictionary when he knows the first two letters of the word.

d. Reading comprehension

1. Literal recognition and translation

Teaching examples:

a) Given a paragraph (composition, essay, story, etc.), the child can answer questions using the authors words, e.g. who, when, where questions.

b) Given a paragraph (composition, essay, story, etc.), the child can express in his own words or some other way what the author said.

(Both of the above can be achieved simply by getting cues from language structure. A knowledge of what the author's words mean in not essential.)

2. Interpretation

Teaching example:

a) Given a paragraph (composition, essay, story, etc.), the child can answer question (e.g. make inferences) implied but not stated by the author. e.g. Is such a thing good or bad?

(Requires understanding of word meaning.)

3. Analytic

Teaching example:

a) Given a paragraph (composition, essay, story, etc.), the child can solve a problem presented in the author's work. e.g. story problem in math, solving a riddle, solving the plot of a detective novel, etc.

4. Critical

Teaching example:

a) Given a paragraph (composition, essay, story, etc.), the reader makes an evaluation or judgment of the author and/or his work based on a stated standard of value of his own. This is not simply giving of opinion (which is interpretive). e.g. Is this essay a significant work? What do you value in this essay, stating your standard of judgment.

5. Creative

Teaching example:

a) Given a paragraph (composition, essay, story, etc.), the reader produces a product of his own based on or influenced by something he has read. e.g. Child might be inspired to write a poem or essay based on an idea derived from his reading.

e. Oral Reading

Teaching examples:

1. Given a familiar story, the child is able to read with clear and distinct enunciation.
2. Reading from a familiar story, the child is able to convey the meaning of material read orally.

B. COMMUNICATION SKILLS: MATHEMATICS

The main emphasis of mathematics instruction in TEEM is upon learning concepts and skills by working with concrete objects. In this way children learn that math concepts and skills grew out of the natural environment and not solely from the rote memorization of abstract symbols and operations. Children learn mathematical concepts through an individual reasoning process involving first exploration with concrete experiences, offering and testing hypotheses, and finally drawing conclusions. The theoretical basis for much of this program derives from Piaget while its practical applications lean heavily on the material prepared by the Nuffield Mathematics Project. What the Nuffield Project and other similar approaches have done is to show how a math curriculum can provide activities for children which match the different developmental states of cognitive development as described by Piaget. The purpose of these math objectives, therefore, is to offer examples of how objectives can be written which are sensitive to the developmental stages of children and specify activities which may give some clue to the child's understanding of math concepts. The objectives and activities are not exhaustive nor were they intended to be. Rather they are a jumping off point. It is hoped that teachers will refer to the

Nuffield and similar curricula for more complete lists of concepts and activities and to specify objectives using the ones provided here as guides.

It was our intention in writing the objectives to demonstrate that math skills can be learned and assessed at any activity at any time of the day. Cooking, athletics, intellectual kits, building blocks, etc. are all experiences within which children can learn concepts and demonstrate their understanding. We hope, therefore, that teachers will exploit the full potentialities of the total classroom environment for math learning.

1. Conservation of number

   Given a group of objects, the child will indicate that the number of objects in the group remains the same, no matter how they are shuffled or arranged.

   Teaching example:

   Arrange 10 beads in two sets. Ask the child to count the beads in each set. Rearrange the beads. Ask: Do you think there are more, less or still the same number of beads?

   Prerequisite skills for conservation of number:

   a. Classification

      Given a group of objects, the child will place together objects which have a self-determined common factor.

      Teaching example:

      Given a cooking experience involving a variety of ingredients, the child will classify the ingredients according to some common characteristic.

   b. Partitioning

      Given a set of objects, the child will divide the set into sub-sets.

      Teaching example:

      Given a set of wrapped candies, a child will divide the candies according to some self-determined characteristics.

   c. Intersection

      Given two or more sets of objects, the child can find a common attribute among the objects in the set.

      Teaching example:

      Given a hat kit, divided into hard and soft hats, the child can form a set of hats which have attributes common to hard and soft hats. e.g. work hats.

   d. Matching (one-to-one correspondence)

      Given two sets of objects, the child will associate one object of a set with a corresponding object in another set.

      Teaching example:

      Given a recipe and ingredients, the child can match the recipe symbol with the concrete ingredient.

e. Matching (many-to-one correspondence)

Given two sets of objects, the child will associate more than one object of a set with only one object in the other set.

Teaching example:

Given a set of children and a birthday calendar, the children can graph their birthdays and indicate how many birthdays there are under a particular date. (e.g. month.)

2. Addition

Given two or more sets of objects, the child demonstrates verbally or pictorially (mapping) his understanding of the process of addition.

Teaching example:

Given an intellectual kit on its subsequent continued use, a child will be able to verbally, pictorially or abstractly demonstrate his understanding of the addition process.

Prerequisite skills for addition:

a. Inclusion

Given a set of objects, the child specifies what are the sub-sets.

Teaching example:

Given a collection of things collected on a nature walk, the child divides them into living and non-living things.

b. Ordering

Given a verbal spatial direction , the child will place himself or an object in the space specified by the direction .

Teaching examples:

1) Given a self-selected construction project, the child can lay out his materials in the sequence necessary to construct the project. i.e. This must be done first, then this, etc.

2) Given instruction to line up, a child will be able to place himself in the designated place in relation to the other children.

c. Ordinal

Given sets of different quantity, the child indicates which set is larger.

Teaching example:

Given instructions to form a line, the child can indicate position, e.g. 1st, 2nd, 3rd, etc.

d. Cardinal

Given two or more sets of different quantity, the child can verbally or pictorially indicate how many objects are in a set.

Teaching example:

Given a set of children in a class, the child indicates how many are present, absent, how many are boys, girls, etc.

e. Symbols

Given symbols for the different math operations, the child verbally labels these symbols.

Teaching example:

Given a number sentence, the child will employ the correct process associated with that symbol.

3. Subtraction

Given two sets of objects, the child demonstrates verbally or pictorially (mapping) that he understands the process of subtraction.

Teaching example:

Given the Hi-Ho Cherrio game, the child demonstrates his understanding of subtraction.

4. Pre-Multiplication

Teaching examples:

a. Using the 100' square (a la Nuffield), the child is asked to color every two squares with a different color; and the child verbally indicates that 4 sets of two squares gives you eight squares. (See Nuffield)

b. Using a number line, the same concept can be demonstrated. (See "Math in the Classroom," Chickasha Public Schools.)

5. Pre-Division

Teaching example:

Using a cooking experience, given a cupcake tin holding 6 cupcakes, the child will be able to use the tin the correct number of times to bake cupcakes for a class of 24.

C. COMMUNICATION SKILLS: SCIENCE, SOCIAL STUDIES, ETC.

1. Concepts and principles related to the cycle of life: Human, Animal, and Plant.

Teaching example:

Children are encouraged to study the growth of plants in the classroom. Several variations in conditions surrounding the plants are introduced by the children and adults. (e.g. exposure to sunlight, water, nutrients, etc.) Children are asked to predict the effects of varying conditions. Children might then be taken on a field trip to a local farm, nursery, etc. Dictated stories, talking murals, charts, etc. might follow any of the above experiences.

2. Concepts and principles related to the effects of nature upon man; how he lives, what kind of work he does, etc.

Some of the effects of nature include: climate, changing seasons, natural resources, geography, etc.

Teaching example:

What do we wear and why? Do we wear different things at the beginning of the school year vs. the middle of the year?

3. The influence of tools and technology upon man's life

   Teaching example:

   For one day everything associated with electrical energy is not used in the classroom. Children are encouraged to predict how this will change things, and following the experience are asked to describe what things were missed.

4. Man's influence on nature

   Teaching example:

   A variety of common objects are presented to children who are asked to predict whether they're man-made or natural. The origin of these things is then explored.

5. Human relationships

   Teaching example:

   Children are asked provocative questions, such as: Why do people live together? What does it take to be a friend? Why do people act as they do? How are all people alike? How and why are people different? Children are guided to tenative answers to such questions through considering concrete experiences.

D. COMMUNICATION SKILLS: AESTHETIC SKILLS

Aesthetic skills, while difficult to define precisely, are important to the development of sensitive adults and children. Aesthetic skills are relative to one's socio-economic level, cultural group, time, purely personal preferences, etc. Given these complexities we will not try to define the content of aesthetic skills, but rather focus upon process. The processes of awareness, understanding, appreciation, and valuing are included in the following objectives.

1. Awareness

   Awareness involves being open to new experiences or what is sometimes referred to as a willingness to receive and attend.

   Teaching example:

   Several different types of music, e.g. jazz, hard rock, classical, etc., are played in the classroom. The children are asked to describe the mood of the music, e.g. happy, sad, etc.

2. Understanding

   Understanding involves seeking out or being willing to consider information about an art form that one has experienced.

   Teaching example:

   Different forms of painting, pottery, crafts, etc., are presented to children. Some of the forms are different from those used by the child's particular cultural group. Children are asked to classify the forms and suggest reasons for the development of different forms. In an art activity children are encouraged to try different forms over several days.

3. Appreciation

Appreciation involves respect for differences. The particular art form may not be particularily beautiful to the individual child, but the child should respect it as important to some people and on that basis see it as being good.

Teaching example:

After going to an art museum and having a local artist in the classroom to discuss his work, the teacher had a variety of art prints available for the children to choose one each day as the "Picture of the Day." The child or children who choose the picture could share the reason for the choice or the reason they appreciated that particular print. Children are also asked to attempt to explain why the art forms differ, and possibly explore what the artist has in mind while creating the example.

4. Valuing

Children should be encouraged to develop personal preferences for specific art forms. The particular type or style is not as important as the process of learning to make choices.

Teaching example:

When given a number of free choice activities involving different potential aesthetic forms, e.g. music, painting, working with clay, etc., the child can express a choice.

E. SOCIAL SKILLS*

1. Cooperation on a task of minor complexity with assistance from a peer

The child will be able to cooperate by taking turns on a board game with one other child.

Teaching example:

Given a situation in which a child who is familiar with a board game (e.g. slides and ladders, hi-ho Cherrio) the skilled child demonstrates how to play the game (e.g. move board piece the number of spaces indicated on spinner or dice) and how players must take turns for the game to "work." The child who is learning the game demonstrates cooperation by waiting for his turn without complaint.

2. Cooperation on a task of moderate complexity with assistance from an adult

After observing a demonstration by an adult, the child will be able to fulfill a given role based on a division of labor designed to accomplish a specified task.

Teaching example:

Given a moderately complex jigsaw puzzle, the teacher will demonstrate how a pair of children might cooperate in putting the puzzle together through a division of labor. The teacher might demonstrate how one child could look for pieces of the border, and another child could look

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* Due to the excessive length of this document only one area of social skills (cooperation) is treated extensively. Other types of social skills are listed and briefly discussed on pages 26 and 27.

for pieces of
sky or earth, as a cooperative strategy for completing the puzzle. The teacher emphasizes verbally that this is one way to do a job more efficently by cooperating. Attainment of the objective is judged by observing whether or not the children complete the puzzle without argument. (?)

3. Cooperation on a task which is complex because of the number of children involved in the activity with guidance from an adult.

With adult guidance, the child can work with a group of three other children to construct an agreed upon object.

Teaching example:

Given a situation in which four boys are playing with floor blocks, each one "doing his own thing and arguing about resources," an adult steps in to guide the activity and to model cooperative group work. She may suggest possible group projects. e.g. "Should we try to build a boat or a tractor?" The boys say "A boat. We can all play in a boat." The teacher responds, "Oh, I wonder where we should put the front end of the boat, the part that's called the bow." The children decide, and the teacher guides them through other steps in planning. e.g. What materials are needed? How should we decide who the captain will be?, etc. Attainment of the objective is judged on the basis of whether each child contributes to the planning (i.e. by offering suggestions) and to the construction (i.e. by putting materials in place, helping to lift heavy or bulky objects, etc.).

4. Cooperation in assigning and accepting roles to carry out a group activity without adult guidance.

The child can contribute to a group planning effort and accept the role assigned to him.

Teaching example:

Children have decided to construct and operate a store. Jointly they divide the task into components. e.g. getting empty food containers, shelves and how roles (clerk, checkers, wholesaler, etc.) will be allocated later (e.g. rotated or some other alternatives).

LANGUAGE

In the TEEM goal area of language we stress the development of language competence. Language is of course one of the basic characteristics that separate human beings from other species. Language may well be the essence of "humanness" and as such qualifies as a crucial aspect of the development of children. Moreover, recent psychological research establishes language not only as a medium of communication but also as a tool of thought. Thus, language development is closely related to the TEEM goal area of intellectual skills.

While all early childhood education programs emphasize language development TEEM is unique in that the child's language is used as a basic tool of instruction. In the TEEM application of the language experience approach to developmental reading, children's language productions are used to introduce the process of reading. Reading skills are seen as a part of the child's overall language development. In order to promote intellectual skill development and growth in traditional academic skills like reading within the TEEM model we must motivate children to more language production and more complex language forms. Language development, more than any other feature, serves to tie together the goal areas of TEEM.

The basic philosophy of TEEM suggests using the child's natural language as a medium of instruction. We are committed to the position that there are no right or wrong language forms. The diverse language forms found in TEEM classrooms throughout the United States include the black dialect, native languages among Indians, Spanish-speaking Chicanos, and rural white dialects. All of these language forms are communicative, and therefore are "good" in their own right. In TEEM classrooms there should be at least one adult who understands and speaks the child's natural language. Children should be encouraged to use language, verbally, writing, etc., regardless of the language form available, and these language productions should be reinforced by classroom adults. The child's language should also be recorded in symbolic form, and used to encourage more complex language production.

While we reject the idea of requiring children to learn standard English* as a prerequisite to instruction, we are committed to promoting competence with standard English. The timing and extent of instruction is standard English must vary with individual children. We prefer to leave this decision to

* See footnote at the bottom of the next page.

individual teachers who are hopefully knowledgable about the child's native language and how these language patterns will relate to standard English.

Accepting the child's language and encouraging language production are seen as the initial steps toward stimulating the development of more complex language expression. We are dedicated to taking the child's language as it exists and enhancing its complexity and increasing its usefulness. This involves helping children to increasingly use language as a tool of thought, and thereby stimulating more complex thinking skills. It also involves broadening the range of experiences and encounters with the environment that can be understood, described, and analyzed with language. Finally, it involves learning the appropriate times to use formal and informal language forms depending upon the context, purpose of communication, people involved, etc. The following represents our best efforts to date to describe general objectives in the goal area of language. Again the reader is cautioned to view these objectives as a general outline of what we hope to accomplish in TEEM.

A. RECEPTION AND INTERPRETATION OF LANGUAGE

Comprehending oral language requires auditory and visual reception to decode it. However, it is necessary that a child also learn to interpret and evaluate the message that is being transmitted to him. This involves the emotional, connotative, denotative, and volitional content of the message as well as the social and cultural dimension of the language.

1. Receiving

Receiving is the process by which a child recognizes and/or understands what he sees and hears.

a. Intonation: Interpretation and evaluation

This involves the emotive dimension or optional aspect of language. The child must learn to decode facial expressions, gestures, and body action as well as tone changes.

Teaching examples: Auditory - visual

1) Given a committee setting, the child listens to recorded voices that have emotional overtones and views pictures of faces and is able to associate these with descriptive words such as: angry, joyous, joking, whining, etc.

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* The term "standard English" is used reluctantly and with the deliberate avoidance of any attempt at definition. Maybe it will suffice to simply point out that we embrace a rather broad view of what constitutes "standard English."

2) Given a committee setting at a listening center, a child listens to a recorded poetry reading and records by drawing or writing his interpretation of or feelings about the selections heard.

Teaching examples: Kinesics

1) Given a total group setting in an uncluttered area, the child is asked to respond with body movements to spoken words such as: tight, loose, stretchy, soft, swishy, rubber, stiff, etc.

2) Given a viewing committee setting, a child will watch a film without sound and interpret the events by the gestures and body movement of the players and then view again this time with sound and evaluate his first impressions.

b. Structural intonation

Structural intonation includes all the obligatory features and patterns of English intonation such as: pitch, stress, and juncture.

Teaching examples:

1) Given a listening center during a committee time, a child will listen to a rhythm record such as: "Indian Drum Song" and tap out the rhythm.

2) Given a committee setting, a child will listen to a reading and be able to analyze the quality of rhythm and voice terminals be heard on the basis of his ability to interpret meaning by the structural intonation.

2. Sending or encoding

Sending or encoding is the process by which the child encodes his message in the audio-lingual code of speech.

a. Intonation

Teaching examples: Interpretive intonation

Interpretive intonation is the optional or individual quality and variety to oral reading and speech.

1) Given a whole group setting, a child will act out or pantomime his favorite book title or fairy tale. The other children will guess what he is acting out.

2) Given a tape recorder, a child will read his dictation several times, each time with a different emotion. He will then listen to his readings and evaluate them.

3) Given a variety of musical instruments, sticks, bells, tamborine, drum, etc.; the child will interpret his feelings by playing one or more of the instruments.

Teaching examples: Structural intonation

Structural intonation plays a systematic role in the overall sound and rhythm of English speech and oral reading. It combines features of stress, pitch, and pauses.

1) Stress

Given a committee setting, a child will ask or tell jokes and riddles or present a comedy skit to the other members of his committee.

2) Pitch and terminal pauses

Given a committee setting, a child will engage in a discussion with other members of his committee on a selected mutually shared experience, this discussion will be taped. The committee will listen to the tape and evaluate the effectiveness of the pitch and terminal pauses of their voices in the evolving group dynamics.

B. ENCOURAGING AND IMPROVING LANGUAGE PRODUCTION

1. Language and the affective domain

This area overlaps with the goals described for motivation, and is discussed here primarily for emphasis. It is assumed that whatever language competencies the child has can serve him best if he shows willingness and enthusiasm in using them. Thus, in this area we are much more concerned with what the child does do, rather than simply what he can do. Therefore, the major consideration is the extent to which the child spontaneously uses his improving language competence in a variety of situations. Teachers with both cognitive and affective language objectives in mind will look at and attempt to assess language behavior in a broad variety of in-class and out-of-class situations.

a. Use of language for specific purposes such as communicating emotion, settling disputes, etc.

Teaching example:

Teachers will model and observe the use of language to settle disputes among children, and over time children will increasingly use language rather than physical means to settle disputes, e.g. discussion of taking turns, etc.

b. Use of language to attain goals

Teaching example:

Increasingly children will use language to present their needs or desires. e.g. Over time children will become more likely to verbally request desired objects, etc. rather than simply seizing them.

c. Use of language to gain information

Teaching example:

Over time children will spontaneously ask more questions, or more specifically, the teacher might count the number of questions asked during and after different field trips with the expectation that the number of questions will increase over time.

d. Use of language for humor and enjoyment

Teaching example:

Over time children will increasingly "play" with language by making puns, turning phrases, etc.

e. Spontaneous talk

Over time the child will (within limits) increase his language production in nearly all situations (funeral services and mass excluded!) i.e. the amount of spontaneous talk among children and child to adult will increase in formal and informal situations in and out of the classroom.

2. Improving language production

a. The child over time will improve his pronunciation of English sounds

Teaching examples:

1) Given a list of words recorded by the teacher from the child's talk, the teacher will note those words that the child is beginning to pronounce correctly.
2) Given the use of a Language Master and cards categorizing words according to speech sounds, the child is able to pronounce more words correctly in various categories.
3) Given a Word Lotto Game or high frequency word games, the child is able to pronounce words correctly.

b. The child will improve in fluency of expression

Teaching examples:

1) Before, during, and after child selection options, pupil shows increased fluency planning, describing, recounting, and evaluating the activity; examples: block play, housekeeping, cooking, wood working, painting, story telling, sharing, etc.
2) Through planned activities designed to increase fluency which might be watching a film strip, role playing, story telling, etc.; a chart indicating type and frequency of responses will be kept by the teacher as she observes:

	ideas	names	quotes	descriptive words	action words
Abdul	1	111	11	1111	111
Suzy		111	1	111	1111

c. The child over a period of time will acquire and use a variety of words

Teaching examples:

1) Given an intellectual kit experience after its use in an independent committee where the language was recorded with a tape recorder, during individual pupil conferences with the teacher about the content of the kit, the teacher will keep records of the variety of words used.
2) Given an intellectual kit the teacher will work with a committee in a structured activity. The variety of words used will be checked.
3) Given an intellectual kit in an independent committee and at a later time while using the tape recorder, the teacher checks for consistency in the child's acquisition in the use of a variety of words.

d. The child will improve in his/her ability to transform English sentences (syntax). (Note: the following examples may occur in a variety of settings such as conferences, sharing time, committee time, etc.)

1) Given a simple declarative sentence, the child will be able to transform that sentence to a question. i.e. The flight to Mars takes one week. Does the flight to Mars take a week?

2) Given an affirmative sentence, the child will be able to transform that sentence into a negative statement. i.e. All cars and trucks must use gasoline. Some vehicles do not use gasoline. Instead, some use diesel fuel and some are even powered by electricity.

3) Given a sentence in one tense (e.g. present), the child will be able to transform that sentence into any of the major tenses. i.e. I am choosing an art activity. I will be choosing an art activity.

4) Given a sentence in the active voice, the child will be able to transfer that sentence into the opposite voice. i. e. (active) The class down the hall gave a party. (passive) A party was given by the class down the hall.

e. The child will increase understanding of English inflections

Teaching examples:

1) Given singular words, the child can change them to plurals, and vice-versa. ex. car - cars, boat - boats, demons - demon, sodas - soda.

2) Given a verb stem, the child can add the correct past tense ending. ex. play - played, putt - putted, climb - climbed, jump - jumped.

3) Given a sentence in one person, the child will correlate changes in person with changes in verb endings. ex. I play basketball everyday. I played basketball everyday last week.

4) Given an adverb or adjective, the child will be able to add the changes which signify comparison. ex. smart - smarter, clean - cleanest, smooth - smoother, fine - finest.

f. The child will improve in his/her ability to describe spatial relationships among objects which are before him. ex. "The cookies are beside (next to) the cups."

Teaching examples:

1) The child will improve in his ability to use relational terms such as longer, wider, taller, etc., for describing one dimension about an object or two dimensions. ex. "That one is shorter." rather than just "That one is small and that is big."

2) The child will improve in his/her ability to use prepositions to describe the position of objects. ex. in, on, around, about.

3) The child will improve in his/her ability to use comparative sentences to describe a scene. ex. "There are more trees in this block than telephone poles."

g. The child will improve in his/her ability to compare events of which at least one and frequently both are no longer happening. The improvement is in his ability to describe temporal relationships. ex. "I said that I would read after I finish playing."

Teaching examples:

1) The child will improve in his ability to refer to more than one point in time. ex. "I will show you what I got for Christmas."

2) The child will improve in her ability to use time words to express order, sequence, and simultaneity. ex. "When it has a flat tire, it needs to go to the station."

h. The child will improve in his ability to use language for the purpose of explanations. ex. "Bananas, grapes and oranges are all fruit. They are all food."

Teaching examples:

1) The child will improve in her ability to express conditionality and causuality by his appropriate use of words, e.g. "if" and "because." ex: "If you turn the stove on it will get hot." "I don't need a coat because I'm too warm."

2) The child will improve in his ability to use connectives. e.g. "and," "or," and "not."

3) The child will improve in his ability of question-asking. i.e. "Does it take more fuel for a motorcycle than it does for a lawnmower?"

4) The child will improve in her ability to describe "cause and effect" relationships. ex: "We use more water in the summer because the sun is hotter."

i. Use of language as a thought process

Over time the covert verbal mediation engaged in by children while solving problems will increase.

Teaching examples:

1) Given a situation in which a child is having difficulty putting a puzzle together, the teacher or aide might first model verbal mediation by saying, "Let me have a turn or let me try to figure it out. --- This looks like a cloud. A cloud would probably go somewhere at the top of the puzzle." etc. Then the child is again given a turn at solving the puzzle and is asked to think out loud while working.

2) Given a situation in which one child is teaching other children the sequences of operations for a game, the child models verbal mediation as he demonstrates the operations.

C. RANGE OF LANGUAGE

Children whose home language is different from the language of the school need the ability to discriminate the cues in a situation that tells him when it is appropriate to use his first language and when it is more appropriate to speak standard English. Among these cues may be the topic discussed, the tasks to be performed, who will be listening, and/or the environment where the talking occurs. In any event, once the child has established what language is most appropriate in a given situation he needs to be able to express himself fluently in the appropriate language.

1. Fluency in the home language

Teaching example:

Given a chance to discuss his favorite cartoon characters with a friend in an informal setting, the child will be able to talk fluently with increasing complexity in his home language.

2. Fluency in standard English

Teaching example:

Given an opportunity to make a committee report before the class, the child will be able to approximate standard English more and more closely over a period of time. Indications of this might be pronunciation, correct verb tenses, sentence structure, etc.

3. Discrimination and application of cues

Teaching examples:

a. Given an informal playground situation and a more formal classroom activity, there will be an increasing appropriateness in the language the child uses in the two situations. Over a period of time the difference between the language in the two situations will increase. Indications of difference might be pronunciation of words, difference in verb tenses, sentence structure, vocabulary, etc.

b. In writing a story or report, the child can use a more or less formal language depending on the content, and can justify the choice of language when asked. ex. In dictating a story about a field trip, the child uses standard English to describe what he observed at an airport, and a more colloquial language to tell what happened when he got lost from the group.

ARIZONA CENTER
FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

TEEM IMPLEMENTATION INVENTORY

This checklist is intended to list a number of the aspects found in the ideal TEEM classroom on a typical day. Although it is not intended to cover all the aspects of TEEM, the list should include the more important facets of the included categories. All items are intended to be observed in the typical day in the classroom in which the TEEM program is implemented. That is, if a teacher is implementing the TEEM program, she is doing or promoting what is included in this list.

The list is not inclusive, nor is it evaluative. It does not include all the things a teacher does. It does not provide for evaluation of how well a teacher does her job. Its purpose is to describe the implementation of the TEEM program, not to evaluate teacher effectiveness.

The following categories are included:

I. Curriculum page 2
II. Staff Planning Time 5
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VIII. Physical Activity Time 18
IX. Whole Group Activity Time 19

Spring, 1973

I. CURRICULUM

Curriculum encompasses all activity of children within the school day. Children's experiences are the core of this curriculum and provide teachers with the means for relating children's individual development to development of classroom activity.

Language development, development of intellectual skills, motivation for learning, and the societal arts and skills provide the framework for planning, implementing and evaluating classroom activity. The teacher accounts for and extends all of these areas of development within each activity setting, thus providing "orchestrated" learning settings for children.

To maintain daily as well as long-range planning of curriculum some form of record-keeping is essential. The overall record-keeping should be the responsibility of the adults. However, systematic record keeping maintained by the individual children can provide feedback to both the child and the adults and should not be overlooked in planning and organization.

The traditional subject areas (reading, writing, mathematics) are developed within a "process curriculum" orientation. How one learns is viewed as basic to developing what one learns. Emphasis throughout all activities, therefore, is on the process of learning.

There is a need for the understanding that play is a dynamic form of learning involving at one, in an integrated sense, intellectual, social, and physical skills. The distinction between work and play reflect traditional considerations that have no application in terms of child development. Clarification appears necessary in that the conditions for the occurance of play have no singular time or position such as "outside". Play, whether indoors or out, provides as much opportunity for total development of the child as any activities described as "work". The conditions which describe play are the conditions which describe any learning environment.

See "Record Keeping," K. Cloud, R. Frasier, and E. Oursler, and "Record Keeping," C. Rubow; both are included in the EPDA Summer Training Notebook, 1972. See also "Professional Response," C. Rubow and J. Fillerup, ACECE, 1970.

I. Curriculum

Y - N 1. A variety of instructional materials are used as a resource for learning as opposed to one pre-determined sequenced text.

Y - N 2. Activities provide for all children to use and develop language skills, intellectual skills, motivation for learning, and societal arts and skills.

Y - N 3. There is some evidence that the child's ideas and language form the basis for developing reading and writing activities.

Y - N 4. Children's recorded language is used as one resource for developing reading and writing skills.

Y - N 5. Children read a variety of resource materials (invitations, books, magazines, books written by other students, etc.).

Y - N 6. Each child is encouraged to do personal writing or dictating in some form each day.

Y - N 7. Math instruction involves children in the manipulation and use of a variety of materials accommodating different levels of operation and styles of learning.

8. The following options for children's activity are provided for within each instructional setting:

Y - N a. Different ways to approach the task.

Y - N b. Variety of materials and equipment.

Y - N c. Range of difficulty of the activity.

Y - N 9. Records are kept to record progress and needs of the children.

Y - N 10. Only positive references to minority groups are made by adults.

Y - N 11. In interacting with children, the adults use the "Professional Response."

Y - N 12. All adult remarks avoid belittling a child.

Y - N 13. Play is utilized as a method of learning inside as well as outside the classroom.

Y - N 14. Charts, graphs, and pictorial representations of children's current experiences in counting, weighing, and measuring are in the learning environment.

Y - N 15. There is evidence that math skills (addition, subtraction, multiplication, division) are taught in functional manner within the process curriculum of TEEM. The skills are presented within the context of a variety of activities.

Y - N 16. The sequential nature of experiences with numbers is obvious, e.g. measuring experiences are progressively more emcompassing and build on previous learning.

17. The teacher's verbal interaction with children is consistent in regard to raising the level of children's verbal language.

Y - N a. The teacher provides settings to stimulate verbal interaction among children.

Y - N b. The teacher models language such as question-asking.

Y - N c. The teacher uses open-ended questions to stimulate curiosity.

Y - N d. The teacher uses corrective feedback to model language when needed.

Y - N 18. There is development of sight words drawn primarily from children's language which takes the form of talking murals; word walls; word banks; individual word books; word lists by topic, function, or alphabet; word games such as Lotto, etc.

19. There is evidence of phonetic and structural analysis skills being developed by the teacher through the use of teacher-made or child-made materials which:

Y - N a. Use the children's language as a basis of instruction.

Y - N b. Identify sound-symbol associations.

Y - N c. Present a sequence which allows for consonant and vowel substitution and word building.

Y - N d. Include a range of phonetic elements in a variety of reading materials to meet the needs of children's reading levels.

Y - N 20. Children are involved in a role of leadership and responsibility in classroom management activities.

Y - N 21. Children are grouped heterogeneously with respect to ability with most learning situations.

II. STAFF PLANNING TIME

Participation of all adults working in the classroom in a daily planning session is vital to adequate implementation of TEEM. The teacher-teacher assistant team is the core of the planning session, working at regular intervals with a program assistant.

Parents and other volunteers will also participate in planning sessions in order to more knowledgeably interact with children in the learning environment.

Planning gives direction to all involved in the classroom operation so that interaction of children and adults facilitates a continuum of growth and development. One day builds on the next, builds on the next, etc. Based on specific knowledge of children's growth as related to the four goal areas, activities are planned to extend, facilitate and reinforce previous growth, thus providing a continuity of learning experience.

II. Staff Planning Time

Y - N 1. One hour daily is set aside for staff planning and assessment.

Y - N 2. All adults who are to be in the classroom tomorrow are in the planning session today (others may attend).

Y - N 3. Discussion includes a review of children's behavior in relation to TEEM goal areas.

Y - N 4. Discussion of children's experiences in and out of the classroom is related to the development of future classroom activities.

Y - N 5. Records of children's behavior and/or products are referred to during the planning session.

6. The discussion covers classroom activity in terms of goals, including:

Y - N a. Effectiveness of activities and materials.
Y - N b. Role of adults in learning environment.
Y - N c. Records kept of children's work.
Y - N d. Clarity of invitations.
Y - N e. Effectiveness of physical setting.
Y - N f. Continuity and extension of learning.

7. The above review of children's behavior and activity leads to selection of:

Y - N a. Future committee and free choice activities for children.
Y - N b. Materials and equipment (AV media, cookware, etc.).
Y - N c. Organization of the classroom for the school day: Whole group planning and discussion time, committee time, free choice time, outdoor play and snack time.
Y - N d. Definite roles for all adults in learning activities.
Y - N e. A plan for recording behavior of children.

Y - N 8. Learning objectives are individualized based on observed needs of individual children. (e.g. Math goals are developed, in part, based on an assessment of each child's ability to conserve quantity, area, volume, etc.).

Y - N 9. All planning session participants contribute information and/or suggestions during the planning session.

Y - N 10. Some record of the planning session is kept.

Y - N 11. Before the session concludes, the important decisions are summarized.

III. Physical Setting

The way an environment is arranged affects how a child learns.

The physical setting, therefore, is viewed as a vital part of the instructional program.

Learning becomes more meaningful as the child contributes to the development of the classroom environment.

The environment provides the motivation to become involved in learning activities as well as the means for such involvement.

An interest center (i.e. housekeeping, library corner, game center, etc.) is a physical area in a classroom which remains stationary throughout the day and may be used during either committee time or child selection time. An interest center is not synonymous with a committee setting. Interest centers represent an aspect of organizing a classroom, while committee time is a way of organizing children.

III. Physical Setting

Y - N 1. Child-sized tables and chairs are arranged to facilitate small group settings. Enough space separates all group settings so that children and/or adults can move between settings. Seven or fewer chairs are located at each table.

Y - N 2. There is room for the whole group of children to assemble in one area of the classroom.

Y - N 3. A variety of materials are visible and accessible for children's use.

Y - N 4. Children's work is displayed so children can see and use it.

Y - N 5. Children's language is displayed so that children can see and use it.

6. Some materials relate to the children's experiences in the home and community, reflecting the distinctiveness of these children's:

Y - N a. Community setting (i.e. local natural resources, industry, landmarks).

Y - N b. Cultural environment (i.e. cooking utensils, library, books, language, pictures, food served).

Y - N 7. Books written by the children are included in the classroom library or book center and are easily accessible to children.

Y - N 8. Storage space is provided for children's things -- in a place where children can get their materials without causing other children to move or pause in their activities.

Y - N 9. There are at least 4 interest centers (i.e. housekeeping, library corner, game center, etc.) which remain stationary throughout the day and may be used during either committee time or child selection time.

Y - N 10. There are at least two more interest centers than are utilized at any one time as committee settings.

Y - N 11. Over a period of time, interest centers are varied and/or replaced.

IV. WHOLE GROUP PLANNING AND DICUSSION TIME

The planning, implementation, evaluation cycle allows development of an environment that adequately facilitates growth and development of children. Active involvement of the children in that cycle is basic to TECM implementation.

As the child plans and evaluates with the teacher he is involved in setting up and assessing expectations for his own behavior and commits himself to active participation in the learning environment. This planning also allows children to participate in the development of a systematic approach to learning activity. The learning environment thus becomes cooperatively initiated by adults and children. This cannot happen unless the teacher encourages dialogue with children and between children. Direct questions requiring exact answers will preclude cooperative planning with children.

Whole group activity time should never be confused with whole group planning and discussion time. *Whole group planning and discussion time* is designed to facilitate planning with children for organizing activities. *Whole group activity time* is designed to make efficient use of resource persons, materials, and equipment that are limited in terms of availability.

Whole group planning and discussion time may consist of several short sessions during the day or of one session (e.g., last activity of the day to plan for tomorrow). Also, it need not involve *all* students in *one* group. Whole group planning and discussion time can be effective when teacher and assistant each take half of the class and have two groups at once.

IV. Whole Group Planning and Discussion Time

Y - N 1. The teacher brings the children together as a whole group for planning, discussion and evaluation. (Two groups are possible.) The activity is clearly an element in the planning, implementation, evaluation cycle.

2. Total time for planning and discussion time (not necessarily all in one session):

Y - N a. is approximately 20 to 30 minutes for younger children.

Y - N b. is less than 45 minutes for older children.

Y - N 3. The children (as a group) talk as much as the teacher during planning time.

Y - N 4. The teacher expands upon children's comments and uses these as a basis for further discussion and planning.

5. About half of the period is taken by each of the following:

Y - N a. child dialogue with another child (or children).

Y - N b. teacher dialogue with child (or children).

Y - N 6. Over a period of time (say 3 days) each child talks during whole group planning and discussion time.

(At least _____ different children talked today.)

Y - N 7. The teacher describes, reviews or develops with children activities for part or all of the day.

8. Children respond and initiate verbally to the activity discussion by:

Y - N a. Asking questions.

Y - N b. Suggesting extensions for previous committee activity.

Y - N c. Indicating preferences.

Y - N d. Suggesting changes.

Y - N 9. All children are physically in the group most of the time.

Y - N 10. The teacher permits movement within the group and allows a child temporary solitude outside the group if the child so desires.

V. COMMITTEE TIME

Children differ in their *style* of learning, the *rate* at which they learn, and *what* they learn from participation in a particular activity.

Organizing children into small groups allows for more individualized attention to children's growth and development. It further allows children to develop and generalize knowledge and skills to a variety of behavioral settings. Peer interaction in a heterogeneous setting provides opportunity for peer modeling and peer teaching.

Open-ended activities which provide for a range of activity based on the range of children's style and rate of learning, provide for increased acceptance of the child as a successful learner. Options[1] and varying degrees of skill sophistication in children should be provided for in each instructional setting.

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[1] "Development Of Options For Children In The TEEM Classroom," Dehls and Wright, EPDA Summer Training Notebook, 1972.
See also "Written Invitations To Learning," Fraiser, Oursler, Smith, and Wagner, EPDA Summer Training Notebook, 1972.

V. COMMITTEE TIME

Y - N 1. Each day there is time provided for committee work.

Y - N 2. The kind of activity or options provided for, should be compatable (e.g., noise level of activities, utilization of space, etc.).

3. Rotation from behavioral setting to behavioral setting is smooth:

Y - N a. Children are given time to clean up after activity, if necessary, before signaled to rotate to next committee.

Y - N b. Child knows when and where to move during committee work.

Y - N c. Individual and/or small group activity is provided for children who complete committee activity before rotation time.

Y - N d. Child can complete the activity or is told the activity can be continued at a later time.

	Committee 1	Committee 2	Committee 3	Committee 4	Committee 5	Committee 6
4. There are no more than 6 children in a group.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
5. Each group has a leader.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
a. Each child knows who is the leader.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. Leader's role is specified.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
c. Leadership is rotated among the children (every child gets a chance to be leader).	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
6. There is a written invitation at each setting that:	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
a. is communicative, as evidenced by children followed planned activity.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. is complete - choices and expectations are listed (if necessary).	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N

	Committee 1	Committee 2	Committee 3	Committee 4	Committee 5	Committee 6
7. The materials at each setting:						
a. Allow children to follow planned activity.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. Are appropriate to planned activity so that each child can actively participate.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
c. Allow each child to make a choice.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
8. Each activity is individualized as evidenced by:						
a. Variations in approach to activity, e.g. writing, drawing, dictating, cutting out, etc.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. Variations in content of children's productions, e.g. draw fish, people, birds, etc.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
c. Variations in skill sophistication, i.e. qualitative differences in outcome.	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
9. Each committee activity develops:						
a. Language	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. Motivation for Learning	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
c. Intellectual Skills	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
d. Societal Arts and Skills	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N

VI. CHILD SELECTION TIME

Child Selection Time facilitates development of decision-making skills in that children are allowed to select from a number of activities. The environment thus provides honest choices for children based on their interests and needs. Careful observation of children provides necessary information about children's growth and development. This information thus becomes the base from which activity options are developed.

Child Selection Time may be used to help the child develop commitment to a task. In this case, Child Selection Time could allow the child to choose an activity for the duration of participation time but not to change the activity until time is expired.

The range of activities planned by the teacher and children allow children to generalize concepts and skills from one behavioral setting to another such that learning is reinforced and thus becomes more useful to the child. This organization of activities should be developed during the Whole Group Planning and Discussion Time.

Over a period of time the order of choosing activities should change so that each child may have a chance to choose first. Dated records of choices should be kept. Children should know that popular choices not available to all children one day will be available on another day.

VI. CHILD SELECTION TIME

Y - N 1. During at least one period each day every child is given an opportunity to choose an activity.

Y - N 2. Children are able to select from a variety of activities:

- a. at least three different activities are choice options for each of the younger children, or
- b. More than three different activities are choice options for each of the older children.

Y - N 3. Each child actively participates in the activity(ies) selected.

4. Each child selects an activity option based on information made available by the teacher.

Y - N a. The number and variety of options available for selection.

Y - N b. The number of children who may participate in any of the activity options.

Y - N c. What options may extend beyond the physical limits of the classroom.

Y - N 5. Essential supplies and materials are avilable at locations of the activities.

Y - N 6. Over a number of days each child varies selection of activities.

Y - N 7. Records of some children's activity choices are kept by teachers and/or children.

Y - N 8. Activities are appropriate for the time allotted as evidenced by the fact that the child can complete the activity or is told that the activity can be continued at a later time.

Y - N 9. The adults actively participate with children or observe and record children's behavior.

10. That child selection time has been planned is evident by:

Y - N a. Availability of materials and their utilization by children.

Y - N b. Outgrowth (extension) of prior learning (e.g. committee time, etc.).

11. Each activity encourages development of:	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
a. Language	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
b. Motivation for learning	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
c. Intellectual skills	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N
d. Societal art and skills	Y - N	Y - N	Y - N	Y - N	Y - N	Y - N

VII. EATING TIME

Eating Time allows opportunity to (1) involve children in responsibility for routines (i.e., serving of food, washing hands, preparing tables, etc.), (2) stimulate language as children and adults are allowed to interact with one another in a casual table manner, (3) observe children as they socially interact with one another, and (4) provide a variety of tasting experiences which may extend and expand growth in all of the four program goal areas.

Health habits are easily modeled and taught during this phase of the school day.

Tasting time as an activity in Committee Time does not constitute Eating Time, as all students participate in Eating Time daily. Eating Time must occur in the classroom, or as a class activity outside.

When tasting time is used as a committee activity, all the items in this category should apply.

VII. Eating Time

(Eating time refers to any time during the day when food and/or drink are served to the children.)

Y - N 1. Eating time occurs at least once during the day.

Y - N 2. Children's conversation is encouraged at eating time.

Y - N 3. Adults and children exchange friendly conversation at eating time.

Y - N 4. Some children assist at eating time.

5. Adequate storage of food is provided to insure good food preservation habits:

Y - N a. Juice is freshly opened.
Y - N b. Food is covered until served.
Y - N c. Food is stored and placed away from contaminating materials.

6. The routine models good sanitary methods:

Y - N a. Hands are washed before eating.
Y - N b. Clean up procedures are routine.
Y - N c. Adult modeling especially evident in cleaniness.

Y - N 7. Over a period of time, a variety of food products allow children to explore new foods and unusual forms of familiar food.

Y - N 8. Language development is stressed at eating time, as evidenced by discussion of taste, appearance, and preparation of new foods.

VIII. PHYSICAL ACTIVITY TIME

Physical Activity Time is viewed as one phase of the total learning environment. This segment of the school day is focused on extending growth as defined by the four program goal areas.

Adults assume a variety of active roles during this phase of the school day -- observer, modeler, planner, facilitator, evaluator.

The outdoor environment is preferred as it invites children to select from a number of choices for activity. Activities may encourage active or quiet play; group or individual play; involvement with a variety of materials (e.g. sand, water, paint, blocks, wheel toys, balls, etc.) games with rules, free running games or use of a variety of climbing apparatus. The emphasis is on variety and choice which necessitates observation and interaction on the part of the adult.

The outdoor playground and the gym should be seen as extensions of the classroom where intellectual, social, and physical skills are developed. Thus, physical activities can be included as options in committee time and child selection time. Physical education should be planned according to the needs of individual children to the same extent that any societal art or skill is planned.

Y - N 1. Some time is allotted for physical activity. (Not all children need to participate in these activities at the same time.)

2. That physical activity has been planned is evident by:

Y - N a. There are two or more activity options for cooperative games.

Y - N b. Essential equipment is available for activities.

Y - N c. All children are physically active in some activity.

Y - N 3. The teacher and teacher assistant accompany children (teacher preferred if only one adult goes), and

Y - N a. actively participate in children's play, or

Y - N b. keep records of children's behavior.

Y - N 4. The teacher and/or teacher assistant model physical skills, use of equipment and materials for the development of skills, and proper language.

IX. WHOLE GROUP ACTIVITY TIME

Although this phase of the school day is not an essential part of TEEM, it is important that teachers are aware of the possibility of using a whole group time for special activities. Music, story telling, drama, are examples of activities that may be conducted within a whole group setting.

Whole Group Activity Time, if used, will serve to complement the greater portion of the school day in which children are working in individual or small group activities. When teacher and teacher assistant each take a part of the group, the following considerations apply to each group.

Y - N 1. During Whole Group Activity Time, such activities as music, sharing, story telling or story reading, viewing movies or television programs may take place.

Y - N 2. The total time devoted to Whole Group Activity Time within the classroom each day is less than 45 minutes. (It does not have to occur at all and, if used, no one period exceeds 30 minutes. It terminates earlier when children are not attending.)

3. Any whole group activity is incorporated with other activities:

Y - N a. Children have been introduced to the activity and know why they are participating.

Y - N b. Major topics are discussed and/or followed up in Committee Time or Child Selection Time.

Y - N c. Adults participate in Whole Group Activity Time as models and instructors.

Y - N 4. The teacher permits movement within the group and allows a child temporary solitude if the child so desires.

APPENDIX C

IN THE PLANNING SESSION

IN THE PLANNING SESSION

By: Alice Smith and Amanda Phillips

Doing a job well takes planning, and working in TEEM is no exception. The sucess with which TEEM is implemented in the classroom is directly related to the quality of planning sessions. It is in these sessions that staff members and volunteers outline specific plans for classroom organization and interaction, here that they assess their past efforts to facilitate learning. Teachers, teaching assistants, and program assistant discuss the interests, needs, and past experiences of individual children, and use this knowledge to determine the learning environment for the classroom.

Who Should Plan

All those who will be working in the classroom should participate in the planning sessions with the program assistant. Teaching assistants and parent volunteers can make a valuable contribution in this setting, based on their observations of the children and their familiarity with activities relevant to the children's out-of-school experience. Staff attending a planning session may vary from one time to the next, depending on the focus of the meeting and the availability of time. As the staff members grow to understand better the ressons for planning it is very likely that their willingness to take time for adequate planning will increase.

Regardless of how many of the staff members and classroom volunteers are attending, the basic format of a TEEM planning session remains largely unchanged.

When and Where

It is important for the planning team to decide on a definite place and time to hold regular planning sessions. It is dangerously easy to casually drop into a classroom or office and call the resulting conversation planning. Thus, there is a definite need to impress on those in decision-making positions the need to alot time within the school day for meetings of a single classroom's instructional staff with the program assistant. At the same time, TEEM staff must understand the limitations placed on the community that make it difficult to schedule such periods. Rather than prescribe the time and place - since no two situations are alike - Tucson asks that staff members work with their administrators in a spirit of cooperation to seek the most equitable arrangements. However, whenever possible, it is recommended that planning sessions take place in the classroom, where details of room environment may be recalled easily.

How To Begin

Wherever the meetings are held, it is a good ideas for each member of the planning team to bring to them specific notes he has taken about classroom operations. These might include observations about interest centers, behaviors of individual children, staff behaviors, and ideas the participants have come up with for future activities. The quality of these notes, and the effectiveness of classroom record-keeping procedures, will largely determine the success of the planning session.

To begin with, the teacher and teaching assistant should take some time to bring the program assistant, volunteers, and others at the meeting up-to-date on happenings in the classroom. Then all can compare notes on how the children are responding to the activities available and the success of the chosen activities in meeting desired objectives. How realistic were expectations for the total environment, in light of teachers' and pupils' objectives? Were individualization goals met for each child? How did the children react to the interest centers: were the centers success-oriented? Were they challenging? Where do you go from here to extend understandings and further achievement in the four goal areas? This review and evaluation portion of the session will provide substance for planning future activities.

Cues from the Children

The primary measure used in evaluating classroom environment and specific activities is the planners' observations of children. Children offer many cues, and it is the TEEM staff's responsibility to listen and respond to them. Cues may be overt actions and expressions or a lack of them. As teachers grow in understanding of the individuals in their classes, they will be better able to "read" these cues and learn from them of the children's educational needs. Perhaps a child who was unable to cope with a certain problem-solving task lacked certain underlying skills. An excited voice may be a cue to unexpected interests, a hesitating question may indicate confusion. Planning participants must review such cues in order to plan appropriate extensions of the children's understandings.

Thus the planners' observations of children give shape to the future activities. At the same time, their knowledge of available materials helps enrich the content. It is important for them to be well aware, not only of their students' needs, but of the resources available to them in the classroom, the school district, the community. Given that some of the children need skills development in a certain area, what is the most effective way to help them achieve this goal? What activities might captivate their natural interests? Which will challenge them and yet keep success within reach?

As the planners work through the activities for each interest center they should be conscious not only of the specific needs of the children that the center will meet, but also of the orchestration of objectives in each of the four goal areas. Both guided and independent activities must be weighted in terms of how well they provide for each child's language development, motivation, intellectual skills, and societal arts and skills. In the paper "Professional Response,"* Dr. Rubow suggests that planners might well ask themselves the following questions:

1. What language may be used and/or developed out of this activity?
2. What intellectual skills may be used and/or developed out of this activity?
3. What societal skill or skills, will be extended by participation in this activity?
4. Does the activity have built into it's level of success for EACH child? Is the activity related to real life experiences of the child so that he is 'invited' to participate in the activity?

Classroom interaction in TEEM depends on the processes of modeling, reinforcement, orchestration, and individualization. We have already mentioned that plans must be made to provide for orchestration and individualization of classroom activities. The other processes are equally important, though, and must not be forgotten. To accommodate them, planners must discuss not only the materials and room organization aspects of activities, but also the behavior strategies of teacher, teaching assistant, and volunteers for adult-child interaction. Those new to the classroom may need special guidance in learning to regard themselves as models for children, and in learning to reinforce children for specific appropriate behaviors. In addition, the reinforcing value of unsupervised activities must be considered.

Before It Ends

Before the meeting ends, then, the following decisions should have been made:

1. How successful previous class activities were, and what should be done to follow up on them in expanding children's understandings in the four goal areas. This should come out of the review and evaluation period with which the planning session began. Suggestions made here for future activities should not be based on "hunch and guess" but on shared observations of specific behaviors of the children.

2. Objectives for the next day, and orchestrated activities to meet these objectives. These are determined on the basis of common understanding of long-range goals and sharing of information about possible appropriate activities.

3. Provision for needed materials. If any materials not already in the classroom will be needed, the responsibility for getting these materials should be delegated to one or more of the planners so that there is no confusion about obtaining them.

4. Clarification of roles. What will be each adult's functions in the various activities planned? Make sure that volunteers know what is expected of them, and that they have adequate information to do their job well. If the program assistant is to take an active part in class activities, either as a model of teacher behavior or as an extra adult helper, this should be made clear. If she is to serve as an observer, to gather information for the teacher, the specific objectives of her observation should be clarified: is she to keep tabs on an individual child? watch the way a group of children use a particular interest center? see if any one interest center goes unused at free choice time? This should be spelled out in advance, to avoid wasted time and effort.

In addition to these day-to-day objectives of the planning session, there is a need for long-range goals. These full year objectives should be outlined at a planning session early in the school term, and should be reviewed periodically to see if daily activities support these goals, or if the goals need to be changed.

Adequate time should be allowed so that all concerned can participate in these sessions. It is from then, through sharing of records, evaluation and establishment of short-and long-range goals and objectives, that the daily orchestrated activities emerge. These activities form the substance of the TEEM experience, and only careful planning can insure that they provide the best educational environment for the individual children in a specific TEEM class.

*Carol L. Rubow and Joseph M. Fillerup, "The Professional Response" (ACECE: Nov., 1970). Available on request from Eleanor Mills, Arizona Center for Early Childhood Education.

APPENDIX D

STEPS IN P.I.E. CYCLE

STEPS IN P.I.E. CYCLE

Planning

STEPS:

1. Initiator should:
   - -review prior goals and objectives
   - -recall cues picked up
   - -assess individual needs
   - -make good use of time
   - -stick to topic
   - -set priorities to determine your focus for text of planning session.
2. Plan strategies for implementing focus and set up activities as vehicle for implementing goals.
3. Set criteria for assessment of accomplished goals.
4. Define roles of participants for implementation section.
5. Make realistic use of time schedule.
   Keep session moving.
6. Establish record keeping devices.
   What behaviors will be recorded?
   How will behaviors be recorded?
7. Gather and prepare materials, make necessary arrangements for implementation of focus.

Implementation

STEPS:

Preparing for presentation

1. Review plans for activity
   - -Set up physical arrangements
   - -Check for physical environment preparation
   - -Check for materials on hand: be prepared

Initiating the activity

2. Awareness of time
   Pacing the presentation
3. Adaptation
   Revamp as needed.
   Leader - reset the problem.
   Sensitive to cues.
4. Record keeping
   Record behavior in some way
   Record behavior and/or results

Closing procedures for activity

5. Summarization and projection of implementation session with participants.

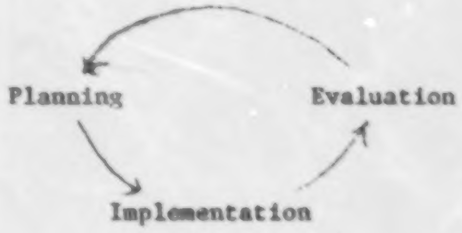
Evaluation

STEPS:

Review goals and objectives
(as stated in planning session).

1. Did implementation meet goals and objectives?
   - -Use criteria for assessment.
   - -Analyze degree of success.
2. Determine needs from cues and records.
3. Plan extensions

   Begin cycle again (see planning).



NOTE: Process can be used in all areas with adults, with children. e.g. plan for parent meeting, plan for activities in the classroom.

APPENDIX E

TOPIC OUTLINE, INSTITUTE EVALUATION

ARIZONA CENTER FOR
EDUCATIONAL RESEARCH AND DEVELOPMENT

May, 1973

Sample Topic Outline
1973 Summer Training Sessions

Single or Sequenced Sessions	Topic	Objective	Method	Children? How many?	Materials & equipment	Persons responsible for session	Evaluative techniques
Single	Individual conferences with children.	To develop skills in conferencing with children.	Demonstration of a teacher-child conference followed by discussion.	2 children age 8 or 9	Ben & video equipment in school house.	Ruth	Participants check his/her skills. Each conference with a child.

Special needs in addition to those above:

Child arranger needs to meet with Ruth Frasier and chairman of independent study committee to provide time, space, and children for evaluation and independent study.

Projected assignments:

1. Schedule a conference with a child to check on confering skills.
2. Develop a strategy for transferring confering skills to teachers.

ARIZONA CENTER
FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

May, 1973

Sample Topic Outline
1973 Summer Training Sessions

Sessions (single or sequenced)	Topic	Objectives	Method	Children? How Many	Materials & equipment	Persons responsible for session	Evaluative techniques
4 1 1/2 hour sessions in sequence. 1. 1st session in afternoon for 1 1/2 hrs.	Open-ness	To enable participants to become aware of the openness in a learning environment.	1. 1st session: reading and discussion.	no	Books	Doris, Adolph, Bette	A written summary of characteristics of openness derived from predetermined means, i.e., camera, tapes, etc.
2. 2nd & 3rd sessions together for field trip the following morning.			2. & 3. field trip to observe children in open classroom.	no	cameras, film, tape recorders, tapes, 2 cars for transportation.	Doris, Adolph Bette	
3. 4th session for 1 1/2 hrs. for evaluation.			4. Sharing of written evaluation records.	no	tapes & developed film	Doris, Adolph Bette	

Projected assignments:
Writing up of evaluation during independent study.

ARIZONA CENTER FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

May, 1973

Sample Topic Outline
1973 Summer Training Sessions

Single or sequenced sessions	Topic	Objective	Method	Children? How many?	Materials & equipment	Persons responsible for session	Evaluative techniques

Special need in addition to those above:

Projected Assignments:

ARIZONA CENTER
FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

EVALUATION OF SUMMER TRAINING 1973

Please respond to the following questions as fully and honestly as possible. Your anonymous responses will help us improve future training sessions.

1. In your opinion, how does this Summer Institute compare with previous Summer Institutes?

Much Better	Better	About the same	Poorer	Yuk!

2. Please point out what you think was especially good about this Institute.

3. Please indicate what you think was least accommodating about this Institute.

4. List the three options or sessions that you attended which best met your needs. Give reasons if possible.

5. List the three options or sessions that you attended which least met your needs. Give reasons if possible.

6. Give at least one suggestion for improving future training instututes.

APPENDIX F

PROPOSED TRAINING IN BEHAVIORAL OBJECTIVES

ARIZONA CENTER FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

4/73

PROPOSED TRAINING IN BEHAVIORAL OBJECTIVES

Training strategies will be based upon further deliberation among the Center staff and INPUT from communities. Please suggest the means you would prefer for learning how to apply behavioral objectives in TEEM.

Proposed Area I: Introduction to Behavioral Objectives in TEEM

	Great need				None
A. Reasons for the emphasis upon behavioral objective in American education.	1	2	3	4	5
B. TEEM philosophy contrasted with other approaches to behavioral objectives.	1	2	3	4	5
C. Proposed format for the use of behavioral objectives in TEEM.	1	2	3	4	5
D. Need for writing behavioral objectives in TEEM.	1	2	3	4	5

Proposed Area II: Developing Behavioral Objectives

Supervised practice in writing behavioral objectives in TEEM goal areas.	1	2	3	4	5

Proposed Area III: Evaluating Behavioral Objectives

Supervised practice in developing records to assess progress over objectives.	1	2	3	4	5

Proposed Area IV: Implementing Behavioral Objectives

Strategies for training teachers to use behavioral objectives and using objectives and records in the classroom.	1	2	3	4	5

NOTE: Please list other concerns you may have regarding behavioral objectives.

State at least one behavioral objective which you would set for yourself for each of the general areas which have been proposed for the Summer Training Institute. These objectives should be based on your own specific needs.

Area I - Professional Response

Objective:

Area II - PIE Cycle

Objective:

Area III - Behavioral Objectives

Objective:

Area IV - Learning Environment

Objective:

Area V - Record Keeping

Objective:

THE PIE CYCLE IN TEEM

The Planning, Implementation and Evaluation cycle is viewed as the vehicle for organizing the TEEM Program. The cycle is ongoing and encompasses all phases of the interaction process. The following questionnaire, while not all encompassing, focuses on knowledge and skills needed to achieve success with the process.

Please indicate your understanding of the processes and applications involved in the following areas:

- Read each statement and indicate the degree of training you would need.
- Mark on scale 1-5 (1=greatest need)

I. Rationale

A. How great is your training need in identifying reasons for the PIE cycle as a part of planning?	1	2	3	4	5
1. Planning and applying short term goals.	1	2	3	4	5
2. Planning and applying for long range goals.	1	2	3	4	5

II. Planning in the PIE cycle

A. How great is your training need in identifying the process steps in planning as related to goal setting in TEEM?	1	2	3	4	5
How great is your need in the following areas:					
1. Recalling cues	1	2	3	4	5
2. Discussing cues	1	2	3	4	5
3. Identifying entry levels	1	2	3	4	5
4. Using records	1	2	3	4	5
B. How great is your training need in developing objectives for planning sessions?	1	2	3	4	5
C. How great is your training need in developing strategies for planning at various levels?					
1. Child-Child Level	1	2	3	4	5
2. Teacher-Aide Level	1	2	3	4	5

C. How great is your training need in developing strategies for planning at various levels?

   3. Teacher-P.A. Level   1 2 3 4 5
   4. P.A.-Field Rep. Level   1 2 3 4 5
   5. Child-Teacher Level   1 2 3 4 5

D. How great is your training need in initiating and conducting planning sessions for specific purposes and goals.   1 2 3 4 5

III. Implementation in the PIE cycle.

Indicate your degree of need in understanding the process and application involved in the following:

A. Practice sessions in identifying necessary organization techniques needed to carry through planning strategies.   1 2 3 4 5

B. Practice sessions in resetting the problem during the implementation process.

   1. Direction of activity   1 2 3 4 5
   2. Focus of activity   1 2 3 4 5
   3. Professional response to cues   1 2 3 4 5

C. Practice sessions in identifying strategies for carrying through planned goals and record keeping during implementation process.   1 2 3 4 5

IV. Evaluation in the PIE cycle

Please indicate your degree of need for:

A. Practice sessions in assessing steps of the planning, implementation of a cycle using records kept during

   1. Planning session   1 2 3 4 5
   2. Implementation session   1 2 3 4 5

B. Practice sessions in development of strategies for assessing goals and objectives.   1 2 3 4 5

   1. Levels - abilities
   2. Styles of learning
   3. Interests

C. Practice sessions in identifying needs.	1	2	3	4	5
D. Practice sessions in using needs as cues for extensions in planning.	1	2	3	4	5
E. Practice sessions in question-asking as a means of analyzing and assessing.	1	2	3	4	5
V. How great is your training need in interviewing techniques used in PIP.	1	2	3	4	5
Developing skills in interviewing techniques.	1	2	3	4	5

LEARNING ENVIRONMENT

Please indicate your degree of need for training in the following statements.

	Great Need				No Need
I. Teacher Attitudes					
Assistance in getting your teachers to:					
A. Accept and accommodate each child.	1	2	3	4	5
B. View her role as a facilitator (arranger) and mediator (interpretor), but not as a dispenser of knowledge.	1	2	3	4	5
C. Accept other adults as mutual planners, implementors, and evaluators.	1	2	3	4	5
D. Plan, implement, and evaluate with children.	1	2	3	4	5
E. Accept the responsibility for planning appropriate developmental tasks for each child.	1	2	3	4	5
F. Allow children to have choice of activities in child selection time.	1	2	3	4	5
II. Physical Setting					
Assistance in training for getting your teachers to:					
A. Develop a rationale for room arrangement.	1	2	3	4	5
B. Provide for a variety of materials and activities that allow for different ways of learning.	1	2	3	4	5

C. Utilize adjunct areas, such as hallways, patios, etc. 1 2 3 4 5

III. Expectation

A. Setting expectations formulated by knowledge and observation of the stages in a child's development:

1. Growth toward more mature speech 1 2 3 4 5
2. Search strategies 1 2 3 4 5
3. Persistance to a task 1 2 3 4 5
4. Practice or rehearsing skills 1 2 3 4 5
5. Hypothesis testing 1 2 3 4 5
6. Decision making skills 1 2 3 4 5
7. Ability to synthesize 1 2 3 4 5
8. Discrimination - selection of resources, social interaction 1 2 3 4 5

B. Teacher and aide expectation as an outgrowth of record keeping, observations, and total group planning. 1 2 3 4 5

C. Child expectations as an outgrowth of whole group planning and conferences in which individual strengths, needs and goals are decided. 1 2 3 4 5

IV. Record Keeping and Cues

A. Practice using observation and record keeping techniques for modifying the learning environment. 1 2 3 4 5

B. Practice using the various interaction techniques of the Professional Response. 1 2 3 4 5

V. Content - Assisting your teachers in the incorporation of that that is indigenous as part of the learning environment.

A. Use of child developed materials, such as, talking murals, books, art work as vehicles for skill development. 1 2 3 4 5

B. Use of materials found in the community by child or adult as tools for skill development. 1 2 3 4 5

C. Use of the child's immediate neighborhood environment to elaborate and extend upon his experiences. 1 2 3 4 5

D. Use of the larger environment (field trips) to extend his (child) awareness of his surroundings. 1 2 3 4 5

E. Use of the field trip to provide continuity of the learning into the classroom. 1 2 3 4 5

F. Use of animals, plants, and tools that help a child become aware of change through his observations and dialogue about the above. 1 2 3 4 5

VI. Other concerns in the area of Learning Environment

On the back of this page sketch one of your classrooms. Please designate position of:

learning centers
materials in the learning centers
other materials available for the children

PROFESSIONAL RESPONSE

Teacher behavior within the Tucson Early Education Model is often referred to as the PROFESSIONAL RESPONSE. This teacher behavior is defined and explained within the context of the TEEM program and recognizes the teaching act as incorporating varieties of interactions within the classroom. "GOOD" teaching within TEEM can, in part, be described as KNOWLEDGABLE and PURPOSEFUL inter action with children.

In its broader application outside the classroom setting, the professional response can become the basis for goood interpersonal relationships in general.

DIRECTIONS: The following statements or phrases represent a skeletal framework for understanding the rationale, definition, organization, and use of the professional response in TEEM.

Each statement or phrase is followed by three categories which represent:

1. Knowledge and understanding of the concept.
2. Implications for teacher behavior growing out of this knowledge and understanding.
3. Application of the principles and strategy development growing out of the knowledge, understanding, and implications.

Each of the categories for each statement or phrase is scaled from one to five. You are asked to indicate your needs in each of the areas for training during the 1973 institute in Tucson. The number ONE represents a great need; the number FIVE represents no need. The number THREE represents average need.

For each of the statements or phrases indicate your needs for training during the summer by making a CIRCLE around the appropriate number.

I. RATIONALE AND/OR PHILOSOPHY (Basic values, beliefs, knowledge, and assumptions)

		MY NEEDS				
		great need			no need	
A. CHILD:						
1. Characteristics of the child as a unique, living, learning developing organism.	Knowledge and understanding	1	2	3	4	5
	Implication for teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
2. Characteristics of the adolescent and/or adult which we would like our children to become.	Knowledge and understanding	1	2	3	4	5
	Implication for teacher behavior	1	2	3	4	5
	Application and Strategy development	1	2	3	4	5
3. Characteristics of the learning potential and the learning styles of children.	Knowledge and understanding	1	2	3	4	5
	Implication for teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
B. LEARNING:						
1. Criteria by which learning is defined.	Knowledge and understanding	1	2	3	4	5
	Implication for teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
2. Characteristics of the learning process.	Knowledge and understanding	1	2	3	4	5
	Implication for teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5

3. Indices of growth in addition to standardized tests.	Knowledge and understanding	1	2	3	4	5
	Implication of teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5

C. TEACHING:

1. Criteria by which teaching is defined.	Knowledge and understanding	1	2	3	4	5
	Implication of teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
2. Desirable personal characteristics in a facilitator of learning.	Knowledge and understanding	1	2	3	4	5
	Implication of teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
3. Characteristics which differentiate the teacher as a "professional" from the "non-professional".	Knowledge and understanding	1	2	3	4	5
	Implication of teacher behavior	1	2	3	4	5
	Application and strategy development	1	2	3	4	5

II. TEACHER BEHAVIORS

DIRECTIONS: For each of the teacher behaviors listed below, only two categories are supplied to which you are asked to respond stating your needs. Mark each of the categories as in the previous section by placing a circle around the number representing your needs.

A. Individualizing	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5

B. Modeling	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
C. Reinforcing	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
D. Orchestrating	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
E. Observing (environment, children, adult)	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
F. Mediating	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
G. Organizing the environment for learning (technical organizer)	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
H. Provisioner of the environment	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
I. Accepts role as a teacher (commitment)	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
J. Practices good interpersonal skills with children and adults.	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5
K. Practices openness to new experiences	Knowledge and understanding	1	2	3	4	5
	Application and strategy development	1	2	3	4	5

L.	Practices being an advocate for children	Knowledge and understanding	1	2	3	4	5
		Application and strategy development	1	2	3	4	5
M.	Values, prizes, accepts, trusts children	Knowledge and understanding	1	2	3	4	5
		Application and strategy development	1	2	3	4	5
N.	Practices being a learner	Knowledge and understanding	1	2	3	4	5
		Application and strategy development	1	2	3	4	5
O.	Practices sensitivity and awareness to children and their needs	Knowledge and understanding	1	2	3	4	5
		Application and strategy development	1	2	3	4	5
P.	Other						

PROPOSED TRAINING IN RECORD KEEPING

I. Philosophy:

How great is your need for training input in the following areas:

	Great Need				No Need
A. Record keeping provides a basis for more appropriate means of determining learning activities.	1	2	3	4	5
B. Record keeping provides a basis for individualization and reinforcement.	1	2	3	4	5
C. Record keeping helps a child see his own progress and take responsibility for his own learning.	1	2	3	4	5
D. Record keeping provides for a check of skills and understandings.	1	2	3	4	5
E. Record keeping maintains continuity and provides direction.	1	2	3	4	5

II. Definition: Record keeping is a continuous, cooperative process carried on by the adults and children in various learning settings.

How great is your need for training input in the following areas:

A. How

1. To make records purposeful.	1	2	3	4	5
2. To make records ongoing.	1	2	3	4	5
3. To make records appropriate to activities.	1	2	3	4	5
4. To individualize records.	1	2	3	4	5
5. To prepare records that are easy to make and use.	1	2	3	4	5

B. To what degree do you need help in training teachers to know how:

1. To make records purposeful.	1	2	3	4	5
2. To make records ongoing.	1	2	3	4	5
3. To make records appropriate to activities.	1	2	3	4	5

4. To individualize records. 1 2 3 4 5

5. To prepare records that are easy to make and use. 1 2 3 4 5

C. To what degree do you need training input in the following:

When and where record information is taken, that is:

1. Taking records in natrual settings. 1 2 3 4 5

2. Taking records in a variety of times throughout the day. 1 2 3 4 5

3. Objectives for the records taken. 1 2 3 4 5

D. To what degree do you need help in training teachers to know when and where record information is taken, that is:

1. Taking records in natural settings. 1 2 3 4 5

2. Taking records in a variety of times throughout the day. 1 2 3 4 5

3. Objectives for the records taken. 1 2 3 4 5

E. How great is your need for training input in the following:

The use of records during:

1. Planning sessions

   a. To individualize and to make decisions for the next day. 1 2 3 4 5

   b. To set long range goals. 1 2 3 4 5

2. Conferences with children. 1 2 3 4 5

3. Conferences with adults. 1 2 3 4 5

III. Please list other concerns you may have in the area of record keeping.

Please read and detach the following sheets. The information will help you in your own preparation for summer training.

IV. As a participant, please bring at least 3 different record keeping forms that you have developed and/or used with teachers (also children) in program classrooms.

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Hassett, Joseph D. and Weisberg, Arline. *Open Education: Alternatives Within Our Tradition*, New Jersey, Prentice-Hall, Inc., 1972.

Foster, John. *Discovery Learning in the Primary School* (Students Library of Education edition) London and Boston, Routledge and Kegan, Ltd.

To maximize your learning this summer, all of the above reading should be read (or reread) before you arrive. The books listed under "Additional References" contain some worthwhile information and some examples of record helping forms.

These books may or may not be a part of the professional reference library in your own community. If they are, we would like to suggest that you look through them for new thoughts and ideas.

APPENDIX G

SUMMER TRAINING SCHEDULES

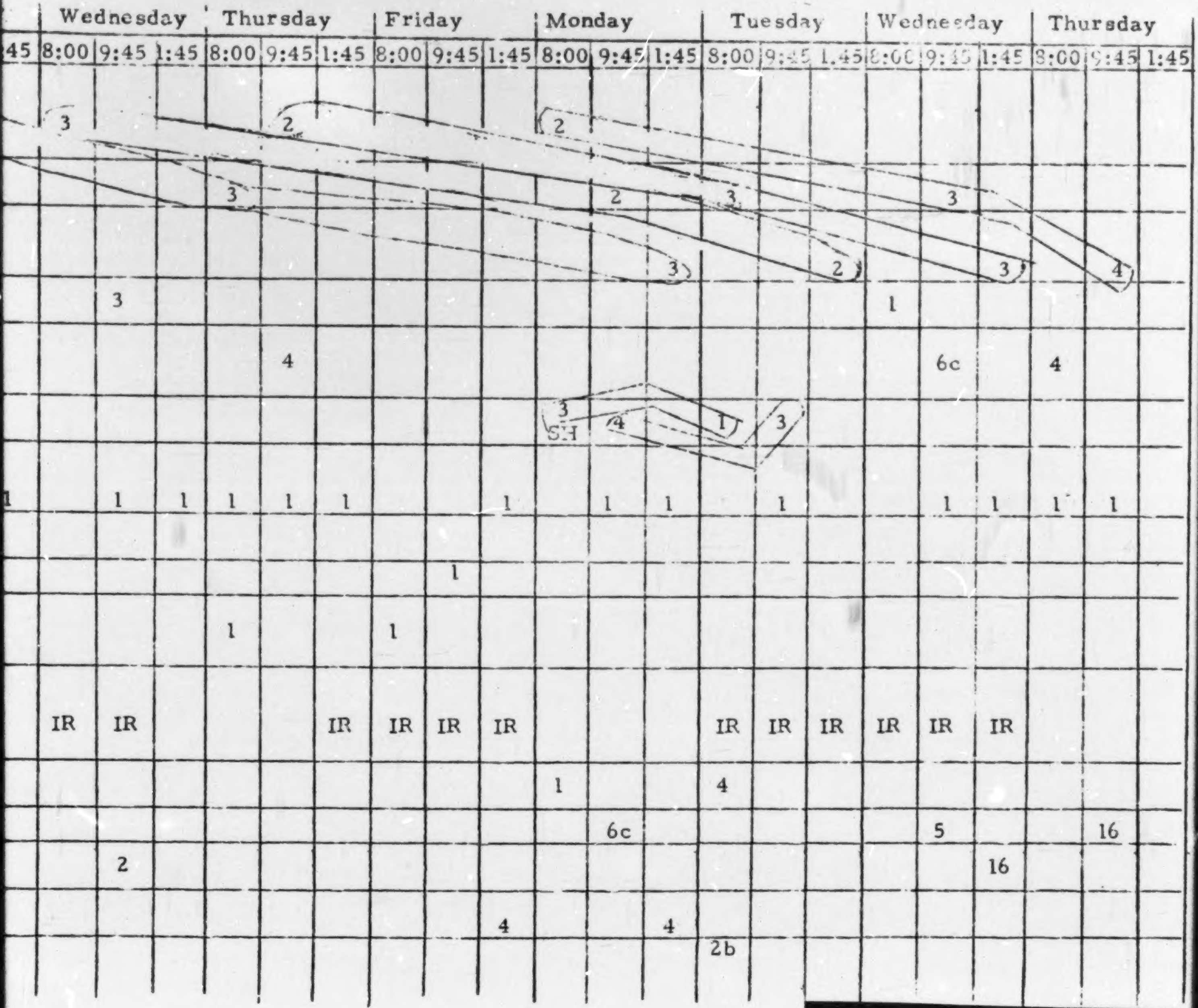
ARIZONA CENTER
FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

SUMMER TRAINING INSTITUTE

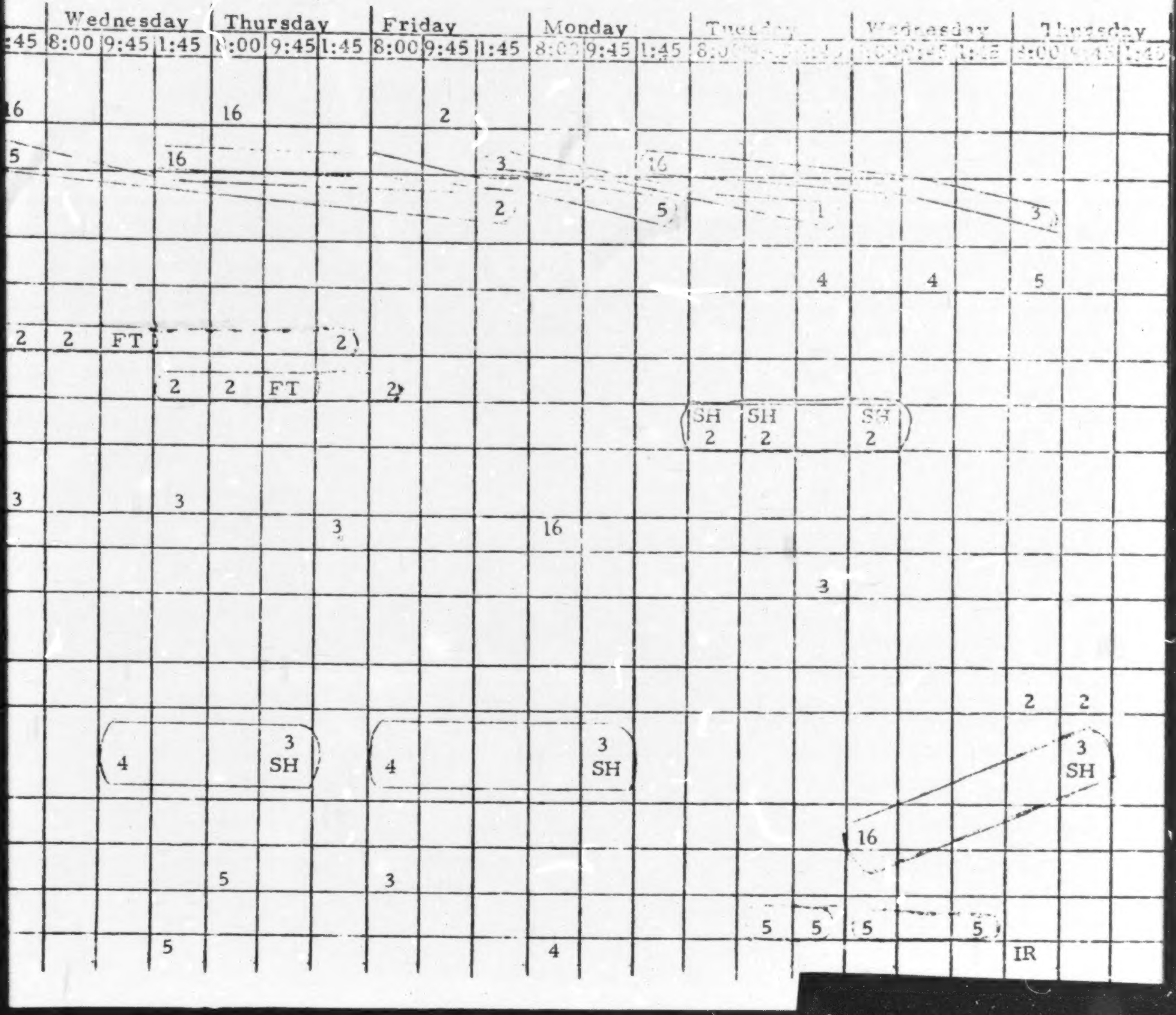
SCHEDULE

June 25 - July 6, 1973

SESSIONS	LEADER	Tuesday			Wednesday			Thursday			Frid	
		8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9
RECORD KEEPING												
RK 24, 25* - Strategies for training teachers the RK process	Nicholson Gibson Cloud		3		3				2			
RK 26* Workshop training teachers in record keeping	Oursler Nicholson							3				
RK 27* Practicum in designing new record keeping devices	Oursler Gibson Nicholson											
RK 28 Record keeping as an on-going and purposeful necessity	Oursler	3				3						
RK 29 Record keeping an important cog in the learning environment/open classroom	Oursler								4			
RK 30 a, b* The when and where of taking records (offered twice)	Oursler											
INDEPENDENT STUDY												
Open	Wagner Kelley		1	1		1	1	1	1	1		
Resource Person - A Day in TEEM	Dehls	1										
Creative movement video tape	Wagner											
Record Keeping - looking at samples, sharing ideas and making record forms	Oursler							1			1	
OPTIONS												
Option 31* Psychology in change in human relationships	Burns				IR	IR				IR	IR	
Option 32 Conference with children	Frasier Smith											
Option 33 In-depth LEIR	Frasier											
Option 34 T. I. I.	Reschly Sabers					2						
Option 35 Research report on personal space	Brody											
Option 36 Film - Open classroom	Kelley											



SESSION	Leader	Tuesday			Wednesday			Thursday			Frida	
		8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:
INSTRUCTIONAL OBJECTIVES												
I. O. 11 - Introduction	Reschly	16		16				16				
I. O. 12* (12, 13) - Developing Instructional Objectives	Sabers			5			16					
I. O. 13* (12, 13) - Record Keeping for Instructional Objectives	Cloud Frasier											
I. O. 14* (12, 13, 14) - Implementing Instructional Objectives	Mwandishi Tombari											
LEARNING ENVIRONMENT	Wright Hart											
L. E. 1, 2, 3* Openness	Dehls			2	2	FT				2		
L. E. 4, 5, 6* (Repeat of 1, 2, 3) Openness	"						2	2	FT		2	
L. E. 7, 8 - Skills associated with stages in child development	"											
P. I. E. CYCLE												
PIE 20 - Teacher needs	Arrigo Wagner			3			3					
PIE 21a - Child needs	"									3		
PIE 21b - Child needs (teachers only)	"											
PIE 22a, 22b* - Planning, Implementing and Evaluating an activity with children	Hart Smith Gibson	SH 2	SH 2									
PIE 23a, 23b * - Repeat of 22a, 22b	"											
PROFESSIONAL RESPONSE	Arrigo Burns											
PR 15, 16* - Personal characteristics of a facilitator of learning	Robinson					4			3 SH		4	
PR 15b* - Facilitators of learning (teachers only)	"											
PR 17 - In the classroom	Frasier Butts							5			3	
PR 18 a, b* - Modeling the role of a learner	Smith Hudson											
PR 19 - Learning Potential	Burns	6c					5					


Wednesday
Thursday
Friday
Monday
Tuesday
Wednesday
Thursday
:45
8:00
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FT
SH 2
SH 2
SH 2
3 SH
3 SH
3 SH
IR

SESSION	Leader	Tuesday			Wednesday			Thursday			Fri
		8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00
Option 37a* Slide instruction	Jacobs						SH			SH	
Option 37 b* Video instruction	Jacobs										
Option 37c Slide and video instruction (1 session)	Jacobs			SH							
Option 38 The consultation process	Tombari				5						6c
Option 39 Planning with children	Wagner Dehls										
Option 40 Grown-up games: playing games that increase interpersonal awareness	Smith Cloud Hudson Arrigo	5									
Option 41 Articulating Piagetian principles in the classroom	Bergan		6c		1			4			
Option 42 Art Workshop	Hudson										5
Option 43 TEEM overview for new P. A.'s	Paul		5								
Option 44 Movement workshop	Miller										
Option 45 Rap on language research	Cloud										
Option 46 Open rap	Fillerup Rentfrow		16								
Option 47 Individualization and orchestration through cooking	Hart Kelley										
Option 48 Open rap w/new P. A.	Paul				4					4	
Option 49 TEEM's Team	Tombari Arrigo Frasier										
Option 50 Rap on CAOS	Rentfrow							6c			
Option 51 Intellectual kits	Paul								5		

Wednesday			Thursday			Friday			Monday			Tuesday			Wednesday			Thursday		
8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45	8:00	9:45	1:45
		SH			SH															
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			6c																	
				5																

APPENDIX II

ASSESSMENT QUESTIONAIRE

Assessment Questionaire

The Needs Assessment Questionaire was based upon each of the five basic areas. Each area had a variety of items which were assessing the many different aspects of that specific area. The analysis of the questionaire provided the following information:

1. Means and standard deviations of each of the five areas for the Follow-Through Project.

By ranking these means one can get a rough estimate of the needs in training for the entire Follow-Through Project.

2. Means and standard deviations of each of the five areas for a specific community.

By ranking these means one can get a rough estimate of the needs in training for the specific community represented.

3. Means and standard deviations of each of the items within an area for the Follow-Through Project and for a specific community.

These means provide a more accurate representation of specific needs as assessed by this instrument.

4. Percentage respending to each of the options within a specific item.

These percentages provide a better description of what is creating the variability as represented in previous three types of information.

5. "Scores" for each of the community personal on each of the five areas.

These "scores" (sum of items within the area) provide an indication of each potential participant's needs.

The first type of information was used as a guide for designing the general framework of the summer institute. The remaining four types of information were fed back to the field representative of each specific community. This allowed the field representative to prepare specific training objectives for that community and individuals within that community. This is the individualization process so valued by TEEM.